

**Preparatory Class**

(3 term's work, age 5-6)

1973/74

# THE PNEU SCHOOL

For members of the PNEU only

**The Programmes are for use with pupils of the School only and must not be lent.**

**Address:** The Principal, The Parents' National Educational Union School, Murray House, Vandon Street, London, SW1H 0AJ.

**Motto:** "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature"— Dean Colet

## BOOK SUPPLIES

All recommended books may be ordered by post from **The Academy Bookshop, 7 Holland Street, Kensington, London, W.8.** 15% of the cost should be added for packing and postage.

**Minimum postal charge is now 25p; it will be necessary to charge this on all orders less than £1.25.**

Metal badges (copyright) should be ordered from the PNEU Office (18p each, including postage, or £1.88 per dozen).

Woven badges and colours are copyright. Apply for price list to Harrods, Ltd., Brompton Road, London, SW1X 7QX.

## PRINCIPLES

All the work in the PNEU School is based on the principles and method of Charlotte Mason. A good introduction to these is **The Story of Charlotte Mason** by E. Cholmondeley, available on loan from the PNEU Library.

## METHOD

### Time-table

Children of five still need plenty of quiet growing-time and as much out-of-door life as possible. Daily lessons should be regular but informal and the time-table regarded only as a flexible guide to a well-assorted arrangement of activities, free play and quiet story times.

Reading, Writing and Mathematics lessons should never last longer than 15 minutes and, in the early stages, 10 minutes will be enough. Story time should be no longer than 20 minutes and may be much shorter.

The following plan of work offers a suitable variety of organised occupations for each day: it should be noted that Reading, Writing and Mathematics are never taken consecutively. Extra time has been allotted to Art & Craft because it is suggested that the child helps to prepare the materials for a lesson and learns to clear them away afterwards. At least 10 minutes will be spent doing this so that the actual lesson time will be 15 to 20 minutes, depending on the interest the child shows.

<b>Monday—</b>	<b>morning:</b> Religious Knowledge (15 minutes) Reading (15 minutes)
	Break for play, rest, milk, etc. (1 hour)
	Art & Craft (30 minutes) Mathematics (15 minutes)
<b>afternoon:</b>	Geography (15 minutes) Writing and Writing Patterns (15 minutes) Singing Games (15 minutes)
<b>Tuesday—</b>	<b>morning:</b> Religious Knowledge (15 minutes) Mathematics (15 minutes)
	Break for play, etc. (1 hour)
	Art & Craft (30 minutes) Reading (15 minutes)
<b>afternoon:</b>	Tales (20 minutes) Writing (10 minutes) Nature Walk
<b>Wednesday—</b>	<b>morning:</b> Reading (15 minutes) Poetry (15 minutes)
	Break for play, etc. (1 hour)
	Mathematics (15 minutes) History (15 minutes) Music (15 minutes)
<b>afternoon:</b>	Writing and Writing Patterns (15 minutes) Art & Craft (30 minutes)

(Page two)

**Thursday—** **morning:** Religious Knowledge (15 minutes)  
Mathematics (15 minutes)

Break for play, etc. (1 hour)

Singing Games (15 minutes)  
Reading (15 minutes)  
Tales (15 minutes)

**afternoon:** Writing and Writing Patterns (15 minutes)  
Outdoor Geography (20-30 minutes as required)

**Friday—** **morning:** Religious Knowledge (15 minutes)  
Reading (15 minutes)

Break for play, etc. (1 hour)  
Art & Craft (30 minutes)  
Mathematics (15 minutes)

**afternoon:** Music (15 minutes)  
Writing and Writing Patterns (15 minutes)  
Games (15 minutes)

### Record of Work Book

A daily Record of Work Book must be kept, showing the length and content of each period. It should be available for inspection by any officer of the local education authority. The children's work should be dated.

### Report

The Report Form (N) sent with the programme should be filled in and returned to the Principal for comments and suggestions after the first ten weeks of work.

The Report should indicate:

- the exact stage reached in the basic subjects and the child's facility in dealing with them
- progress made in the other subjects and the child's attitude towards them

(Page three)

(c) a specimen time-table for a normal day's work.  
Before the end of the Preparatory year a second report will be required. The reports may be submitted at any time during the year, provided that each one represents a term's work (about ten weeks).

A term's notice is required if a pupil is not going into IB—the form for 6-year-olds.

## SYLLABUS

### RELIGIOUS KNOWLEDGE

The Bible: any edition. *Life of Jesus in Pictures* (31 pictures by H. Copping) (Lutterworth, 35p). Picture Stories of the Old Testament series by H. Copping & C. Coller: Books 9 to 14 (Lutterworth, 10p each).

Select suitable Bible stories. In the Old Testament choose those the Child Jesus would have heard from His Mother. The Life of Jesus in Pictures, or some similar book where Christ is portrayed with dignity and strength, should be used to illustrate the New Testament.

Reference books: Animals, Birds and Plants of the Bible by H. I. Rostron (Ladybird, 15p). Life in New Testament Times by R. R. Gower (Ladybird, 15p).

### Method

1. Before telling the story look at the appropriate picture or pictures to give the background of the land and people of Palestine with their homes, occupations, animals and simple nomadic life.
2. Tell the story in language the child will understand; then, if you wish, read the account from the Bible.
3. After the reading or telling encourage the child to talk about it and, if the subject is suitable, to draw a picture of the incident and explain his drawing afterwards. Sometimes there can be a link with Craft and a simple model will be a better illustration than a picture.

Modern Translations of the Bible: The Revised Standard Version of the Bible (Fontana, 52½p). The Jerusalem Bible—School Edition (Darton, Longman & Todd, £1.50). New English Bible (Oxford & Cambridge Press, £2.20).

(Page four)

### READING

**The Happy Venture Reading Scheme** (Oliver & Boyd)  
Introductory Stage:

**Fluff and Nip** (19p)  
**Fluff and Nip Workbook** (15p)  
**Hide and Seek** (19p)  
**Library Books 1-5** (29p the set)

#### Stage One:

**Play Time** (25p)  
**Play Time Workbook** (15p)  
**Story Time** (25p)  
**Library Books 6-10** (30p the set)

#### Stage Two:

**Our Friends** (27p)  
**Our Friends Workbook** (15p)  
**Saturday Play** (27p)  
**Library Books 11-15** (36p the set)

### Use of the Scheme

The Happy Venture reading scheme combines whole word recognition with phonic work so that each approach reinforces and supplements the other.

**Reading Readiness:** spend 2 to 3 weeks on activities designed to enrich the child's stock of words and ideas and stimulate an interest in learning to read: useful activities are:

- (a) keeping the nature diary
- (b) listening to and repeating rhymes
- (c) listening to stories and talking about them
- (d) making sure of the colours to be used in the early Workbooks
- (e) making and talking about scrap books and news books
- (f) visual discrimination practice — leading the child to point out differences or similarities in pictures
- (g) practising left to right eye action by following a story in a series of pictures, e.g. in good comics, Tintin books, etc.

It is necessary for a child to know the words he meets in a book if he is to be able to read it. Meeting too many unknown words destroys his confidence in his ability to master the reading process. (Of course it does no harm

(Page five)

to have the odd word here and there that he has to puzzle out for himself or be told.) At the end of each Reader and Playbook there is a list of all the new words it introduces with an indication of the page where each occurs for the first time. These lists are very useful when you are preparing games to teach the words he is going to meet.

The Workbooks are an important part of the scheme, not just a spare-time activity. Their use should be supervised as carefully as that of the other books so that the child gets the best out of them.

Repetition is essential for acquiring reading skill. It occurs in the Readers (in Fluff and Nip each word is repeated about a dozen times) and the Workbooks supplement this by a variety of activities which are all forms of repetition.

### Happy Venture Library Books

These little booklets are available for each stage of the scheme. They use only the vocabulary the child has already met in the Readers and Playbooks and are useful for giving further practice to a child who is having some difficulty in remembering words. They are also a help for children who make better progress if things are done at a rather slower pace.

### Suggested method for using the scheme

#### Introductory Stage (First Term)

1. Begin with the **Fluff and Nip Workbook**, discussing and colouring the first picture and introducing the characters by name. Then take several lessons to cover pages 3—7 reading the directions aloud to the child.
2. Begin reading **Fluff and Nip**, pages 5-9; because of the previous use of the Workbook the child should know the first six words in the word list at the end of the book. The next six words, **a, dog, I, see, run and to** can be introduced as they occur — he will probably know some of them already—and then they are fixed in the mind by following the reading of pages 5-9 with pages 8-10 in the **Fluff and Nip Workbook**.
3. Teach the new words for pages 10-15 in **Fluff and Nip** (those in the second column of the list at the end of the book) by any or all of the following ways:
  - (a) Word matching—where two identical sets are made of the words to be learned—one for the parent and one for the child. Words might be printed with a

felt pen on pieces of card. The parent displays a card and says the word carefully; the child has to find a matching card in his set and read the word from it.

- (b) Word collecting—using cards as for the above but with a hole punched in the corner of each. Only one set is necessary. The cards are spread out and read aloud several times by the parent who gathers them up between each reading. The child then spreads them out and tries to read them, keeping all those he has read correctly on a key-ring or something similar.
- (c) Word Snap—a version of the card game using the cards made for (a). When both child and parent play the same word instead of calling "Snap!" the word on the card must be called. The one who calls first wins the cards already played as in the original game. The child should not win all the time but should win often enough for his interest to be kept alive.

In all of these activities make use of other words besides those you are trying to teach and choose these from the section of the book he has already read so that there are familiar old friends among the strangers; this will give extra confidence.

4. Read pages 10-15 in **Fluff and Nip** and then consolidate by working through pages 11-17 in the Workbook. Then re-read **Fluff and Nip** from the beginning to page 15.
5. Teach the new words for pages 16-23 in **Fluff and Nip**. Read this section of the book. Consolidate by pages 18-25 in the Workbook. Re-read **Fluff and Nip** pages 10-23.
6. Teach the new words for pages 24-31 in **Fluff and Nip**. Read this section and then consolidate by pages 26-32 in the Workbook. Re-read **Fluff and Nip** pages 16-31.
7. Read the **Playbook, Hide and Seek**. Prepare the words if the child is having any difficulty in remembering but if he is picking up words quite easily try reading it without preparation. There are fewer new words than in the Reader; the same word but beginning with a capital letter is treated as a new word because this is how it seems to some children.
8. (Optional) Library Books 1-5 are read.

*127p8cmc112*

## Stage One (Second Term)

### Play Time

1. Read pages 2-6, taking note of any words not recognised so that they can be taught later by any of the ways given for Introductory Stage (note 3). Continue to do this throughout the scheme. Consolidate the work done by pages 3-6 in the Workbook.
2. Teach any words not recognised in pages 2-6 and also to prepare the next section, pages 7-11; the second column of words on page 40 will be useful for finding new words.
3. Read pages 7-11 and consolidate by pages 7-11 in Workbook. Re-read pages 2-6.
4. Prepare pages 12-17. Read pages 12-17. Consolidate with pages 12-17 in Workbook. Re-read pages 7-11.
5. Prepare pages 18-25. Read pages 18-25. Consolidate with pages 18-25 in Workbook. Re-read pages 12-17.
6. Prepare pages 26-33. Read pages 26-33. Consolidate with pages 26-32 in Workbook. Re-read pages 18-25.
7. Some phonic work can begin now. Up to now whole words have been learned by sight but now sound can be stressed for a while. Take one of the phonic 'families' on page 35, for example the one with the 'at' sound. Make cards with c, b, f, h, m, p, r and s on them and one card with 'at'. Help the child to assemble the words by laying one of the single letters before 'at' and reading the result. Try to make little rhymes on the lines of:

Here is Pat;  
He has a cat.

and

Where is the cat?  
Sitting in his hat.

This phonic work should be only one activity among the rest and should not be allowed to go on so long that the child becomes bored with it.

8. (Optional) Library Books 6-10 are read.

(Page eight)

*127p9cmc112*

## Story Time

This is read without any workbook consolidation because much of it uses vocabulary already known. The activity of basing drawings on a figure 8 will probably interest a child quite apart from the reading matter.

1. Prepare and then read pages 2-8.
2. Prepare and read pages 9-14.
3. Prepare and read pages 15-20.
4. Prepare and read pages 21-29.
5. Prepare and read pages 30-35.
6. Prepare and read pages 36-45.

## Stage Two (Third Term)

### Our Friends

1. Teach the words in the first column of the word list on page 52. Pages 1-7 are then read aloud by the child. Consolidate by working through pages 3-7 in the Workbook. The child will read aloud instructions like "Make the shoe red" before doing the colouring. The parent is to give whatever help is necessary in using the Workbook.
2. Teach words in the second column and the two words for page 17. Pages 8-17 are read. Complete pages 8-17 in Workbook. For revision re-read pages 1-7.
3. Teach the words in the word list for pages 18-30. Pages 18-30 are read. Complete pages 18-23 in Workbook. Revise by reading pages 8-17.
4. Teach the words for pages 31-42. Pages 31-42 are read. Complete pages 24-30 in Workbook. Revise pages 18-30 by reading.
5. Teach the rest of the words on the list and do some phonic work from pages 54 and 55, pointing out families of words that
  - (a) have the same internal vowel sound
  - (b) rhyme because they have not only the same vowel sound but the same consonant or group of consonants at the end. Simple rhymes might be made up with the parent giving one line and the child supplying the other.

Pages 44-49 are read. Then the questions on page 50 are read and answered, the word game on page 51 is played and the riddles are read and answered. This will be consolidated by finishing the remaining pages of the Workbook.

6. (Optional) Library Books 11-15 are read.

(Page nine)

### Saturday Play

1. Teach the new words for pages 3-26 (word list on page 64). Pages 3-26 are read aloud. It will probably be a good idea to make the little basket—with or without the decorative red berries—but the parent may decide against making paper snow.
2. Teach the new words for pages 27-47. Pages 27-47 are read.
3. Teach the new words for pages 48-63. Pages 48-63 are read.

### General approach to the teaching of reading

The allocation of one stage of the scheme to each term of the Preparatory year is meant only as a guide. Children must be allowed to work at their own speed. They vary greatly in the rate at which they master the reading process and make progress best in a relaxed, happy atmosphere. If Stage Two of the scheme has not been reached in this class it can become part of the work in the next class (IB).

Games and activities are useful but they are only aids and if a child becomes impatient with them their usefulness is over. When this happens it will be possible to deal with new words as they occur in the text. It should always be kept in mind that children learn to read best by reading, i.e. by dealing with continuous material. There is prestige value in a 'real' book, together with the realisation that progress is being made when a new book is begun.

A child who has completed these three stages of the scheme and who is clearly able to progress further without any sense of strain should not be held back or expected to re-read the books already completed. The School will supply information about the rest of the scheme to any member who needs it, but those teaching are asked to remember that progress in easy stages will suit the great majority of children in this age group.

### POETRY (Choose from the following books)

Blackwell's Junior Poetry, Book 1 edited by E. Owen (43p). The Puffin Book of Nursery Rhymes collected by Peter and Iona Opie (25p).

The Young Puffin Book of Verse edited by Barbara Ireson (25p).

Come Follow Me: poems for the very young (Evans, 35p). Happy Landings: poems chosen by Howard Sergeant (Evans, 25p).

Nursery rhymes are found in this list because a wide vocabulary is essential before a child is ready to read and the traditional rhymes are very rich in word content.

Book 1 of Blackwell's Junior Poetry is specially recommended for introducing a child to the world of poetry. The verses included are varied in character; some might be considered difficult for a child of this age but it is inadvisable to choose easy verse all the time. Many children are able to enjoy the sound of a poem while not fully understanding the meaning. Here, as in Tales and Music, it is better to aim high than to give the child material that is too babyish.

### WRITING

#### Everyday Writing, Book 1 by Ruth Fagg (U.L.P., 24p).

The Everyday Writing scheme aims at teaching children a clear, simple handwriting where the letter shapes are made with no unnecessary strokes or loops and fluency of movement is achieved by pattern-making using natural, rhythmic movements.

#### Writing materials

There should be a variety of these; 3B and 2B lead pencils, wax crayons, coloured pencils, chalks, pastels and felt pens may all be used.

At first paper should be plain so that patterns and letters may be made in the size suited to the child's developing skill. When the shapes of the letters have been mastered, single guide lines should be used. Care must be taken to see that the child understands the positions of stemmed and tailed letters (h, f, g, p, etc.) on the line.

## Posture

The writing position should be well-balanced and relaxed. It can be said that good writing begins with the feet. Placing the feet straight—if possible flat on the floor—influences the whole posture.

- (1) The child should sit up well. A tendency to lean too far forward must be corrected at once; if it persists the child's sight should be tested.
- (2) The pencil or crayon must be held lightly. If there is a tendency to grip it and press hard with the index (first) finger there should be some practice using only the thumb and second finger. Then when the index finger is made use of again it is seen to be necessary only for balance.
- (3) The pencil must not rest in the 'valley' between the thumb and the index finger; it should be in a more upright position.
- (4) The forearms should be supported by the writing table; elbows are held slightly away from the body so that there is ease of movement.
- (5) Writing is a free movement of the whole hand and arm not just a movement with the tops of the fingers while the arm is kept rigid.
- (6) As the writing or pattern progresses down the paper it is the book or sheet of paper that moves up and not the child's position that alters.

## Pattern-making

This should precede formal work in printing the letters. A young child scribbles long before he attempts to make any letters and pattern-making uses this tendency and guides it so that letters like u, m, w, e, c, i and l emerge from the scribble as a continuous line of one repeated letter.

Patterns should be large to begin with— $1\frac{1}{2}$  to 2 inches—and made with chalk, large crayons or felt pens on large sheets of paper. The point of the pattern work is to make use of a child's sense of rhythm so that when he progresses to linked script it will be easier for this to be rhythmic and even. While making a pattern a child might say aloud a suitable rhyme or repeated phrase to help him keep to the rhythm.

(Page twelve)

## Forming letters

When he begins to form letters and words these should be copied from the book; no effort should be made to link up letters. It will be enough of an effort for the child to form letters well.

Pattern-making will continue—but as a parallel activity. The child may consider forming letters a 'lesson' and pattern-making just a game so long as there is a consistent effort to improve the patterns all the time—making them more fluent and even and varying the size.

It must be stressed that perfection of letter formation and absolute regularity in patterns is not to be expected. The aim is that the child learns to form his letters in the correct way, i.e. does not start in the wrong place or work backwards, and that he enjoys the rhythm of pattern-making.

## Left-handed children

A child who is decidedly left-handed should not be expected to change over to using the right hand. The notes about materials and posture all apply but some extra points should be watched.

- (1) The arm is moving towards the body instead of away from it with a consequent tendency to cramp and tiredness. To combat this effect see that the page or sheet of paper is slightly to the left of centre on the table so that there is plenty of room for the arm to move towards the body.
- (2) The writing hand sometimes covers the work already done and causes smudging. To avoid this the pencil or crayon should be held  $1\frac{1}{2}$  inches from the point and not allowed to fall back into the 'valley' between the thumb and first finger.
- (3) There is a tendency to more tension in writing than with right-handed children. This leads to too strong a grip on the writing instrument; for dealing with this see Posture (2) and make use of plenty of pattern work.

## TALES (Choose from the following books)

More Stories to Read and to Tell: chosen and edited by Norah Montgomerie (Bodley Head, £1.80).

Dear Teddy Robinson by Joan G. Robinson (Young Puffin, 20p).

More About Teddy Robinson by Joan G. Robinson (Young Puffin, 20p).

(Page thirteen)

Ponder and William by Barbara Softly (Young Puffin, 25p).

Ponder and William on Holiday by Barbara Softly (Young Puffin, 25p).

Tell Me Another Story by Eileen Colwell (Young Puffin, 30p).

Tales from the End Cottage by Eileen Bell (Young Puffin, 20p).

The Adventures of Sam Pig by Alison Uttley (Faber, 50p).

Magic in My Pocket by Alison Uttley (Young Puffin, 25p).

The Ten Tales of Shellover by Ruth Ainsworth (Young Puffin, 20p).

The two Teddy Robinson books are rather more suited to girls than boys while the Ponder and William books are more boyish. All the others would be equally appreciated by boys and girls.

Favourite stories may be repeated and the child may 'tell back' a story if he wishes to do so. If he paints an illustration to the story encourage him to tell about this.

**The PNEU Library service** is available for members, at home or overseas, who wish to use it. An initial deposit of at least £2.00 must be sent for postage.

The catalogue, of over 3,500 books, has a key which gives some indication of the age for which each book is suitable, but the Librarian is willing to choose the books if the age and tastes of the child are given.

Overseas members may keep the books a month from the date of arrival. Books are sent out regularly each month. Home members may keep the books a month but may change them as often as they like within the month. Another consignment is sent by return.

Two books (for each child) may be borrowed at a time. Further particulars may be obtained from the Librarian at PNEU headquarters in London.

#### HISTORY

**Days before History** by E. G. Hume (Blackie, 59p) preceded by **The How and Why Wonder Book of Dinosaurs** (Transworld, 25p).

Or followed by **Children through the Ages** by E. G. Hume (Blackie, 94p).

The book on dinosaurs is recommended for boys. Girls tend to prefer the other book but there is no reason why a little girl who finds dinosaurs fascinating should not have the book about them.

When the book on dinosaurs is used parents or teachers might help with model making by twisting wire into the required shape; the bodies can then be built up by the child using newspapers and cold water paste or some modelling material which will take paint afterwards.

The 'something to do' sections of Days before History on pages 23, 33 and 53 contain many suggestions for activities, drawings and models. The final one on page 62 rounds off the book by describing how a model of a Lake Village might be made.

In Children through the Ages the suggestions for activities are to be found at the end; 'something to do and think about' pages 164-168. These are only meant as suggestions and the more inventive child who has other ideas should be encouraged to follow them up.

#### GEOGRAPHY

**Looking at Other Children** by J. & D. Gadsby (Black, 49p)

This book is well illustrated and each reading of a story should be preceded by a discussion of the pictures to be found in it. Let the child ask questions and try to link the pictures up with something in his own experience.

As in History, painting and model making, or dressing up and pretending to be one of the people he has heard about, can help a child to understand and enjoy the lessons.

Reading from the book should be supplemented by plenty of outdoor observation, studying the district where the child is living. The lie of the land, how the people live and work and the connection between these can be explained to the child as far as he is able to understand.

It must be remembered that a child of this age is so small that physical features of the landscape seem to be enormous and he is so inexperienced that the outside world needs to be interpreted for him before he can 'see' it. Left to himself it will merely bewilder him and he will concentrate his attention on the small things around him. Modelling physical features — mountains, islands, valleys, rivers, etc. — in a sand-tray or in the garden is useful because while playing with this small-scale landscape he is learning to 'see' these features when he meets them in the outside world.

#### NATURE STUDY

**Quipic the Hedgehog** and **Martin the Kingfisher** (Allen & Unwin, 50p each).

These books may be read in any order. It will probably take two terms to cover the first book chosen. By the time the second book is reached the child will be more used to

the idea of classroom routine and lessons can be slightly longer.

For suggestions for nature work out-of-doors see **Let's Go Out** by M. Gladding (PNEU, 10p).

1. Find and name wild flowers; watch animals and birds.
2. Make flower, bird and insect lists—use large sheets of paper on the schoolroom walls.
3. Keep a nature diary, using a **Nature Note Book** (15p) for brushwork paintings (not pressed flowers) and notes dictated by the child. The nature diary may be sent in with either the first or second report.

Nature Study need not be limited to flowers, animals, birds and insects. It includes rivers and ponds with their fish: the sea if it is accessible: grasses, mosses and ferns; rocks of all kinds: the rainbow and clouds: the moon and stars: anything and everything that goes to make up the world of nature.

Where living and growing things are concerned they should, whenever possible, be looked at in their natural surroundings and left there. Parents are in a position to encourage their children to admire without acquisitiveness, to respect living things and to revere their Creator.

Picking a few wild flowers to take home need not be discouraged—it is almost an instinctive action for a child—but breaking and pulling up growing things just for the sake of destruction should be very firmly discouraged.

A flower or fern that has been brought home can be used as a model for a painting in the nature diary. A child cannot begin too early using water colours and brushes for this work. Crayons and felt pens are less trouble to provide and they are excellent for other purposes (e.g. pattern work to help with writing) but they are not able to achieve the results possible with brush painting after some practice. Early efforts are bound to be very crude but the child is learning all the time.

Outlines of leaves, petals, etc., should never be drawn in pencil. All drawing is done with the brush and as soon as he can be taught to manage it a child should have a good quality brush which can be used for fine lines. Larger and coarser brushes can be kept for work in Art & Craft so that when he wants to cover large areas with colour he has a suitable instrument.

The child living abroad in an area where suitable reference books in this subject are difficult to find could be taught the local names for plants, birds and animals and try to

describe what he has observed very carefully when he is dictating his notes.  
(for pupils in U.K. only)  
**Looking at Nature, Book 1** by Elsie Proctor (Black, 53p).

## MATHEMATICS

**Let's Discover Mathematics, Book 1** by L. G. Marsh (Black, 59p).

**The Way to Number, Books 1 to 4** by M. H. Austin (Holmes McDougall, 38p each).

## Mathematical apparatus

This will be used throughout the year and should be improvised as much as possible.

- (a) A number track can be drawn or marked out on the ground so that the child jumps or steps forward or back while counting. It might also be drawn on a large sheet of paper on a table and a toy soldier or animal moved in either direction.
- (b) Counters may be seeds, dried peas, buttons, beads, shells, used matches or any other countable objects.
- (c) Jars and boxes of various shapes and sizes are useful for getting across the idea of large and small, wide and narrow, tall and short, etc.
- (d) Cubes such as building blocks left over from the baby stage or big, square wooden beads are very useful.

If some commercially produced apparatus is required information may be obtained about prices from Galt's, P.O. Box No. 2, Cheadle, Cheshire.

## Written work

For recording work done it is much better to make little booklets of a few pages than to use a thick exercise book which will become tattered and shabby. These little booklets should be home-made, by the child if possible, with the pages sewn or stapled together and the outside cover made of brightly coloured wall-paper or gift wrapping paper.

## Suggested Scheme of Work

Term 1 (10 weeks)

### Vocabulary

The child is introduced to a wide range of mathematical words. This does not mean words like addition, subtraction, plus, minus, etc., but words like:  
big, bigger, biggest, large, long, wide, fat, deep,

small, smaller, smallest, little, short, narrow, thin, shallow,  
 a lot, more, more than, most,  
 a few, less, less than, least,  
 first, next, middle, next-to-last, last,  
 as many, the same, equal, level, enough, not enough,  
 heavy, light, the same weight,  
 long time, short time, the same time,  
 above, below, between, among, up, down, high, low,  
 top, bottom, side, end, edge, corner, etc., etc.

Words like these, which express mathematical ideas, should be made use of deliberately in conversation as well as during activity work in Maths time. Use pages 21 and 40 in **Let's Discover Mathematics 1** and make up many other activities using the home and the neighbourhood for examples and also making use of apparatus in activity lessons in the schoolroom.

### Number symbols

Before written numbers are used it is necessary to get across the idea of twoness, threeness, etc. The idea of the number must come before the use of its written symbol 2, 3 and so on.

Use pages 23, 24, 25 and 26 of **Let's Discover Mathematics 1** and make up lots of activities involving making groups all having the same number of objects, e.g. use egg containers (cardboard or plastic) or five or six small jars and put the same number of counters in each by one-to-one correspondence, the method used when dealing out playing cards or laying a table—one for each place in turn.

Sometimes use one type of counting apparatus and sometimes use varying types and, if possible, varying colours and sizes, e.g. beads and buttons of different colours used with seeds and shells.

If six counters have been put in each container empty the groups out, one at a time, and arrange it so that the groups vary in shape and layout though not in number. Once a child says firmly that there are SIX (or whatever the number is) no matter how the shapes and colours vary and no matter how the group is moved around and changed, the idea of abstract number is gained. As long as he is hesitant when colour or size or arrangement of the group alters he needs more practice but vary the activities as much as possible to avoid the danger of boredom.

**IT IS ONLY WHEN THE IDEA OF NUMBER IS GRASPED THAT WRITTEN WORK USING NUMBER SYMBOLS IS BEGUN.**

Use pages 4 to 12 in **The Way to Number 1** for this beginning of work in writing symbols for the numbers 1 to 5. (The drawing and colouring work is to be done too). Use pages 8 to 16 in **The Way to Number 2** for practice in writing number 6 to 10.

Numbers should be written fairly large—about an inch high—and various writing instruments should be used, e.g. crayon, coloured pencil, felt pen, soft lead pencil or charcoal or chalk though these last two cannot be used in booklets. Figures should be as neat and well-formed as the child's control of the writing instrument allows. It is advisable to explain that there can be two forms of the number four.

By the end of the first term a fairly wide mathematical vocabulary should have been acquired and number symbols 1 to 10 should be understood though no 'sums' as such will have been done in the written work.

### Term 2 (10 weeks)

#### Playing with groups

See pages 4, 5, 42 and 43 in **Let's Discover Mathematics 1** and pages 13, 14, 15, 16 in **The Way to Number 1** and pages 17 and 18 in **The Way to Number 2**.

#### Counting beyond 10 and the sign +

Look at the number ladder on pages 30/31 of **Let's Discover Mathematics 1**. Begin by using this so that the child points to the rung needed or moves up a counter. If there is room out-of-doors he should make a number track on the ground so that he can step or jump when counting.

When some of this work is being recorded in the booklet explain that + is a short way of writing 'count on' and begin to use it. Do some practice with exercises D, E and possibly F and G on page 31 but with the work done orally.

#### The symbol 0

Use page 17 of **The Way to Number 1** to explain 0 as a sign for no thing—nothing—emptiness. Show the child plenty of other examples such as a box with no chocolates—0 chocolates; a pocket with nothing in it—0 things; an empty house—0 people. To practise this use pages 18 to 27 in **The Way to Number 1**. During this practice the sign + will be met again and can be said as 'count on' while the sign = should be said as 'equals' because this is a word that should have been discovered during vocabulary work.

Sums should be done orally and then some of them will be recorded in the child's little home-made workbook. When this recording is done the figures can be much bigger in size than those used in **The Way to Number 1**.

**The parts of 10**

The parts of 10 on page 37 of **Let's Discover Mathematics 1** are important because our number system is based on 10. Use also pages 45 and 46 of **The Way to Number 1** but ignore the subtraction work. Use many activities to illustrate the parts of 10 so that the child begins to recognise the combinations of numbers that make it.

**Revision**

**The Way to Number 1** page 28 to the end.

By the end of the second term the child should be counting fluently, adding small groups of numbers together and using the + sign with understanding. Any written work will have used numbers less than 10 but the parts of 10 have been considered so that the idea of 10 should have been gained.

**Term 3 (10 weeks)****Counting**

Use the 100 square on page 32 of **Let's Discover Mathematics 1** for counting practice only; at this stage the activities mentioned on this page are too difficult. Encourage the child to draw a number ladder (or make a number track on the ground) which goes up to 100. Numbers up to 100 can be handled orally this way.

**Problems**

Explain how different books show they want the pupil to tell them something: **Let's Discover Mathematics** and **The Way to Number** both use a box in places and the latter often uses a large dot. It could also be a ? or maybe \*. It can be anything except a number because it means a number has to be found out. There should be written practice using the various symbols to show a missing number has to be found and, of course, finding the number.

**Methods of recording work**

In the little workbook for written sums the vertical as well as the horizontal way of setting out should be used. Explain that  $2+2=4$  can just as well be written

$$\begin{array}{r} 2 \\ +2 \\ \hline 4 \end{array}$$

When the plus (and later the minus) sign is used in vertical recording it is advisable to write it on the left because the Alpha and Beta Mathematics books used higher up the School put it in this position.

(Page twenty)

**Multiplication**

Turn to the counting on by 'giant strides' on page 41 of **Let's Discover Mathematics 1**. Work through Examples A and B on this page and then make the pattern of the numbers as suggested. Introduce the sign  $\times$  by explaining that it is quicker to write at the 6th step  $6 \times 2 = 12$  than to write two equals twelve than to say two, count on two, count on two, count on two, count on two, etc., etc. In this way write out the 2 times table but do not push the child to try to learn it by heart—some children will be eager and may do so but others would find it a worry. There is no need at this stage for any learning of tables; the child has apparatus to find the answer to a sum like  $4 \times 2 = ?$  He can discover the answer by making four groups of two and adding them.

Take plenty of time over the introduction of multiplication. The 3 and 4 times tables can be worked out by the 'giant strides' method but in any written practice the numbers must be kept very small. Do work from **The Way to Number 4** pages 14, 15, 21, 22, 23, 26 and 31; where there are addition sums on the same page point out the difference between the sign + and the sign  $\times$ ; subtraction sums are to be ignored for the moment.

**Subtraction**

Use the number ladder on pages 46/47 of **Let's Discover Mathematics 1** first for addition revision—counting on—and then for beginning subtraction—counting back! Introduce the sign - as being a quicker way of writing 'counting back'.  $6 - 2 = 4$  is the same as 6 count back 2 equals 4 (or comes to 4) and takes less time to write down.

No subtraction that involves a written sum like

21  
- 7  
—  
—

is introduced yet; this is done in Form 1B.

Practice should be done from **The Way to Number 2**, page 28 to the end; this will revise addition too.

**Halves and quarters**

Use pages 30 and 37 in **The Way to Number 3** and page 18 in **The Way to Number 4** to get across the idea, first of what a half is and then what a quarter is.

(Page twenty-one)

**General practice**

The Way to Number 3 pages 4 to 29 and 31 to 36—much of this can be oral work and apparatus will be used whenever it is needed. The Way to Number 4 pages 25, 28, 32 and 34.

At the end of the Preparatory year, addition, multiplication and subtraction have been introduced using very small numbers and various ways of recording the work done. The signs + × - should be understood and also the sign = but the idea of place value, i.e. that a 2 might mean a 20 or a 200 depending on its place has not been mentioned though the child will, in fact, know this fairly well just from seeing numbers written down.

Apparatus has been freely used throughout the year and will continue to be used in the next class, Form IB, for six-year-olds.

If a child is obviously ready for Term 2's work before the first term is over he should not be held back. If this whole scheme of work is finished well before the end of the Preparatory year and the child is quite ready to go on apply to the School for the next stage of work, i.e. the one set for Form IB.

**MUSIC****Singing**

The Oxford Nursery Song Book edited by Dr. P. Buck (Oxford, 45p).

Try to provide plenty of music to listen to and do not feel that this must be 'children's music'. As with poetry, children are often fascinated by the sound itself without troubling too much about meaning.

A variety of songs should be provided; a child should be as rich in the songs he knows as he is in stories.

Parents who feel they need help from records should apply to the School for a leaflet which lists those available—music for movement, for the percussion band, nursery rhymes, singing games, traditional songs, etc. Overseas members may order records from: Export Department, Army and Navy Stores Ltd., 105 Victoria Street, London SW1E 6QX.

(Page twenty-two)

**ART & CRAFT****Something to Do** by Septima (Young Puffin, 25p).

This is an excellent book containing ideas for things to make, games to play, verses, simple recipes, information about pets and natural history. The seasonal activities are based on the British seasons and weather but even these sections can be of interest to the child living abroad.

Freedom to experiment and improvise is more important at this stage than neatly executed, finished productions. Self-confidence and ingenuity are to be encouraged.

Art work should be large and bold, using crayons, pastels, charcoal, chalks or powder paint on big sheets of sugar paper if this is available; large brushes should be used with the powder paint. If possible, allow the child to paint standing in front of a small easel or improvised support for a drawing board and encourage him to walk away and look at his work from a distance. Allow plenty of opportunity for purely imaginative work and for illustrations of stories heard in class.

Craft work should be simple and usually finished in one lesson. Few children of this age are able to remain interested in a piece of work that has to be left aside for a few days or perhaps a week until the next lesson.

**Suggestions:**

1. Work with torn, coloured paper: — the child makes pictures with paper instead of paint; pieces of paper can be large or small and might be torn from pictures in magazines, adverts in newspaper colour supplements, etc. This does not mean that these pictures are cut out whole or that parts of them—flowers, birds, ships, etc.—are chosen because of what they represent. These magazines are used just for the sake of providing pieces of coloured paper for the child to use. Gummed or un-gummed coloured paper may be bought from school stationers but it is expensive and the colours are often harsh and glaring. Magazine pictures and adverts can be very subtle in colouring and often make use of a wide variety of shades. When a child is used to working with torn, coloured paper he can begin to cut some pieces if he finds this more useful for his purpose. For this provide round-ended scissors that really can cut—blunt so-called 'baby scissors' are a waste of money. A child should not begin this kind of work by cutting as this leads

(Page twenty-three)

to too much fiddling about trying to cut out the right shape and not enough concentration on the picture as a whole.

2. Collage work:—this makes use of cloth, seeds, twigs, wool, etc., as well as paper and paint to build up a picture or pattern.
3. Modelling with clay—or, if this is not available, a mixture of 2 parts of plain flour to 1 part of salt plus a table-spoon of powdered alum (from the chemist) and enough water to make it firm for modelling. This mixture will harden and can be painted.
4. Modelling with plasticine which does not harden and can be used repeatedly: one colour plasticine is preferable. If several colours are used the effect is very streaky when they are mixed together as they are bound to be when the child wants to destroy what he has made and begin again. Some disadvantages to plasticine are that it cannot be painted and some children strongly dislike the smell and feel of it.

## PHYSICAL EDUCATION

This should be largely free play and out-of-doors whenever possible. Ideas for games are to be found in Something to Do—see Art & Craft section. Swimming, dancing, climbing (i.e. scrambling round and exploring the neighbourhood) are all valuable ways of making use of a child's energy.

# THE PNEU SCHOOL

**For members of the PNEU only**

**The Programmes are for use with pupils of the School only and must not be lent.**

**Address:** The Principal, The Parents' National Educational Union School, Murray House, Vandon Street, London, SW1H 0AJ.

**Motto:** "I am, I can, I ought, I will."

**(He shall) "pray for the children to prosper in good life and good literature" — Dean Colet**

## BOOK SUPPLIES

All recommended books may be ordered by post from **The Academy Bookshop, 7 Holland Street, Kensington, London W.8.** 15% of the cost should be added for packing and postage.

**Minimum postal charge is now 25p; it will be necessary to charge this on all orders less than £1.25.**

Metal badges (copyright) should be ordered from the PNEU Office (18p each, including postage, or £1.88 per dozen).

Woven badges and colours are copyright. Apply for price list to Harrods, Ltd., Brompton Road, London, SW1X 7QX.

## PRINCIPLES

All the work in the PNEU School is based on the principles and method of Charlotte Mason. A good introduction to these is *The Story of Charlotte Mason* by E. Cholmondeley, available on loan from the PNEU library.

## METHOD

### Time-table

Children of five still need plenty of quiet growing-time and as much out-of-door life as possible. Daily lessons should be regular but informal and the time-table regarded only as a flexible guide to a well-assorted arrangement of activities, free play and quiet story times.

Reading, Writing and Mathematics lessons should never last longer than 15 minutes and, in the early stages, 10 minutes will be enough. Story time should be no longer than 20 minutes and may be much shorter.

The following plan of work offers a suitable variety of organised occupations for each day: it should be noted that Reading, Writing and Mathematics are never taken consecutively. Extra time has been allotted to Art & Craft because it is suggested that the child helps to prepare the materials for a lesson and learns to clear them away afterwards. At least 10 minutes will be spent doing this so that the actual lesson time will be 15 to 20 minutes, depending on the interest the child shows.

<b>Monday —</b>	<b>morning:</b>	Religious Knowledge (15 minutes) Reading (15 minutes)
		Break for play, rest, milk, etc. (1 hour)
		Art & Craft (30 minutes) Mathematics (15 minutes)
<b>Tuesday —</b>	<b>afternoon:</b>	Geography (15 minutes) Writing and Writing Patterns (15 minutes) Singing Games (15 minutes)
	<b>morning:</b>	Religious Knowledge (15 minutes) Mathematics (15 minutes)
		Break for play, etc. (1 hour)
<b>Wednesday —</b>		Art & Craft (30 minutes) Reading (15 minutes)
	<b>afternoon:</b>	Tales (20 minutes) Writing (10 minutes) Nature Walk
	<b>morning:</b>	Reading (15 minutes) Poetry (15 minutes)
<b>Thursday —</b>		Break for play, etc. (1 hour)
		Mathematics (15 minutes) History (15 minutes) Music (15 minutes)
	<b>afternoon:</b>	Writing and Writing Patterns (15 minutes) Art & Craft (30 minutes)
<b>Friday —</b>		
	<b>morning:</b>	Religious Knowledge (15 minutes) Reading (15 minutes)
		Break for play, etc. (1 hour)
<b>afternoon:</b>		Art & Craft (30 minutes) Mathematics (15 minutes)
		Music (15 minutes) Writing and Writing Patterns (15 minutes) Games (15 minutes)

**Thursday —**

**morning:** Religious Knowledge (15 minutes)  
Mathematics (15 minutes)

Break for play, etc. (1 hour)

Singing Games (15 minutes)  
Reading (15 minutes)  
Tales (15 minutes)

**Friday —**

**afternoon:** Writing and Writing Patterns (15 minutes)  
Outdoor Geography (20–30 minutes as required)

**morning:** Religious Knowledge (15 minutes)  
Reading (15 minutes)

Break for play, etc. (1 hour)

Art & Craft (30 minutes)  
Mathematics (15 minutes)

**afternoon:** Music (15 minutes)  
Writing and Writing Patterns (15 minutes)  
Games (15 minutes)

**Record of Work Book**

A daily Record of Work Book must be kept, showing the length and content of each period. It should be available for inspection by any officer of the local education authority. The children's work should be dated.

**Report**

The Report Form (N) sent with the programme should be filled in and returned to the Principal for comments and suggestions after the first ten weeks of work.

The Report should indicate:

- (a) the exact stage reached in the basic subjects and the child's facility in dealing with them
- (b) progress made in the other subjects and the child's attitude towards them
- (c) a specimen time-table for a normal day's work.

Before the end of the Preparatory year a second report will be required. The reports may be submitted at any time during the year, provided that each one represents a term's work (about ten weeks).

A term's notice is required if a pupil is not going into IB — the form for 6-year-olds.

### SYLLABUS

#### RELIGIOUS KNOWLEDGE

**The Bible:** any edition. *Life of Jesus in Pictures* (31 pictures by H. Copping) (Lutterworth, 35p). Picture Stories of the Old Testament series by H. Copping & C. Collier: Books 9 to 14 (Lutterworth, 10p each).

Select suitable Bible stories. In the Old Testament choose those the Child Jesus would have heard from His Mother. The Life of Jesus in Pictures, or some similar book where Christ is portrayed with dignity and strength, should be used to illustrate the New Testament.

Reference books: Animals, Birds and Plants of the Bible by H. I. Rostron (Ladybird, 18p). Life in New Testament Times by R. R. Gower (Ladybird, 18p).

#### Method

1. Before telling the story look at the appropriate picture or pictures to give the background of the land and people of Palestine with their homes, occupations, animals and simple nomadic life.
2. Tell the story in language the child will understand; then, if you wish, read the account from the Bible.
3. After the reading or telling encourage the child to talk about it and, if the subject is suitable, to draw a picture of the incident and explain his drawing afterwards. Sometimes there can be a link with Craft and a simple model will be a better illustration than a picture.

Modern Translations of the Bible: The Revised Standard Version of the Bible (Fontana, 52½p). The Jerusalem Bible — School Edition (Darton, Longman & Todd, £2.00). New English Bible — illustrated edition (British & Foreign Bible Society, £1.00).

#### READING

**The Happy Venture Reading Scheme** (Oliver & Boyd)  
Introductory Stage:

- Fluff and Nip (24p)
- Fluff and Nip Workbook (18p)
- Hide and Seek (24p)
- Library Books 1–5 (29p the set)

#### Stage One:

- Play Time (29p)
- Play Time Workbook (18p)
- Story Time (29p)
- Library Books 6–10 (30p the set)

#### Stage Two:

- Our Friends (32p)
- Our Friends Workbook (18p)
- Saturday Play (32p)
- Library Books 11–15 (36p the set)

#### Use of the Scheme

The Happy Venture reading scheme combines whole word recognition with phonic work so that each approach reinforces and supplements the other.

**Reading Readiness:** spend 2 to 3 weeks on activities designed to enrich the child's stock of words and ideas and stimulate an interest in learning to read: useful activities are:

- (a) keeping the nature diary
- (b) listening to and repeating rhymes
- (c) listening to stories and talking about them
- (d) making sure of the colours to be used in the early Workbooks
- (e) making and talking about scrap books and news books
- (f) visual discrimination practice — leading the child to point out differences or similarities in pictures
- (g) practising left to right eye action by following a story in a series of pictures, e.g. in good comics, Tintin books, etc.

It is necessary for a child to know the words he meets in a book if he is to be able to read it. Meeting too many unknown words destroys his confidence in his ability to master the reading process. (Of course it does no harm to have the odd word here and there that he has to puzzle out for himself or be told.) At the end of each Reader and Playbook there is a list of all the new words it introduces with an indication of the page where each occurs for the first time. These lists are very useful when you are preparing games to teach the words he is going to meet.

The Workbooks are an important part of the scheme, not just a spare-time activity. Their use should be supervised as carefully as that of the other books so that the child gets the best out of them.

Repetition is essential for acquiring reading skill. It occurs in the Readers (in Fluff and Nip each word is repeated about a dozen times) and the Workbooks supplement this by a variety of activities which are all forms of repetition.

*i28p6cmcl12*

### Happy Venture Library Books

These little booklets are available for each stage of the scheme. They use only the vocabulary the child has already met in the Readers and Playbooks and are useful for giving further practice to a child who is having some difficulty in remembering words. They are also a help for children who make better progress if things are done at a rather slower pace.

#### Suggested method for using the scheme

##### Introductory Stage (First Term)

1. Begin with the **Fluff and Nip Workbook**, discussing and colouring the first picture and introducing the characters by name. Then take several lessons to cover pages 3–7 reading the directions aloud to the child.
2. Begin reading **Fluff and Nip**, pages 5–9; because of the previous use of the Workbook the child should know the first six words in the word list at the end of the book. The next six words, **a, dog, I, see, run and to** can be introduced as they occur — he will probably know some of them already — and then they are fixed in the mind by following the reading of pages 5–9 with pages 8–10 in the **Fluff and Nip Workbook**.
3. Teach the new words for pages 10–15 in **Fluff and Nip** (those in the second column of the list at the end of the book) by any or all of the following ways:
  - (a) Word matching — where two identical sets are made of the words to be learned — one for the parent and one for the child. Words might be printed with a felt pen on pieces of card. The parent displays a card and says the word carefully; the child has to find a matching card in his set and read the word from it.
  - (b) Word collecting — using cards as for the above but with a hole punched in the corner of each. Only one set is necessary. The cards are spread out and read aloud several times by the parent who gathers them up between each reading. The child then spreads them out and tries to read them, keeping all those he has read correctly on a key-ring or something similar.
  - (c) Word Snap — a version of the card game using the cards made for (a). When both child and parent play the same word instead of calling "Snap!" the word on the card must be called. The one who calls first wins the cards already played as in the original game. The child should not win all the time but should win often enough for his interest to be kept alive.

In all of these activities make use of other words besides those you are trying to teach and choose these from the section of the book he has already read so that there are familiar old friends among the strangers; this will give extra confidence.

- i28p7cmcl12*
4. Read pages 10–15 in **Fluff and Nip** and then consolidate by working through pages 11–17 in the **Workbook**. Then re-read **Fluff and Nip** from the beginning to page 15.
  5. Teach the new words for pages 16–23 in **Fluff and Nip**. Read this section of the book. Consolidate by pages 18–25 in the **Workbook**. Re-read **Fluff and Nip** pages 10–23.
  6. Teach the new words for pages 24–31 in **Fluff and Nip**. Read this section and then consolidate by pages 26–32 in the **Workbook**. Re-read **Fluff and Nip** pages 16–31.
  7. Read the **Playbook, Hide and Seek**. Prepare the words if the child is having any difficulty in remembering but if he is picking up words quite easily try reading it without preparation. There are fewer new words than in the Reader; the same word but beginning with a capital letter is treated as a new word because this is how it seems to some children.
  8. (Optional) Library Books 1–5 are read.

##### Stage One (Second Term)

##### Play Time

1. Read pages 2–6, taking note of any words not recognised so that they can be taught later by any of the ways given for Introductory Stage (note 3). Continue to do this throughout the scheme. Consolidate the work done by pages 3–6 in the **Workbook**.
2. Teach any words not recognised in pages 2–6 and also to prepare the next section, pages 7–11; the second column of words on page 40 will be useful for finding new words.
3. Read pages 7–11 and consolidate by pages 7–11 in **Workbook**. Re-read pages 2–6.
4. Prepare pages 12–17. Read pages 12–17. Consolidate with pages 12–17 in **Workbook**. Re-read pages 7–11.
5. Prepare pages 18–25. Read pages 18–25. Consolidate with pages 18–25 in **Workbook**. Re-read pages 12–17.
6. Prepare pages 26–33. Read pages 26–33. Consolidate with pages 26–32 in **Workbook**. Re-read pages 18–25.
7. Some phonic work can begin now. Up to now whole words have been learned by sight but now sound can be stressed for a while. Take one of the phonic 'families' on page 35, for example the one with the 'at' sound. Make cards with c, b, f, h, m, p, r and s on them and one card with 'at'. Help the child to assemble the words by laying one of the single letters before 'at' and reading the result. Try to make little rhymes on the lines of:

Here is Pat;  
He has a cat.

and

Where is the cat?  
Sitting in his hat.

This phonic work should be only one activity among the rest and should not be allowed to go on so long that the child becomes bored with it.

8. (Optional) Library Books 6–10 are read.

#### Story Time

This is read without any workbook consolidation because much of it uses vocabulary already known. The activity of basing drawings on a figure 8 will probably interest a child quite apart from the reading matter.

1. Prepare and then read pages 2–8.
2. Prepare and read pages 9–14.
3. Prepare and read pages 15–20.
4. Prepare and read pages 21–29.
5. Prepare and read pages 30–35.
6. Prepare and read pages 36–45.

#### Stage Two (Third Term)

##### Our Friends

1. Teach the words in the first column of the word list on page 52. Pages 1–7 are then read aloud by the child. Consolidate by working through pages 3–7 in the Workbook. The child will read aloud instructions like "Make the shoe red" before doing the colouring. The parent is to give whatever help is necessary in using the Workbook.
2. Teach words in the second column and the two words for page 17. Pages 8–17 are read. Complete pages 8–17 in Workbook. For revision re-read pages 1–7.
3. Teach the words in the word list for pages 18–30. Pages 18–30 are read. Complete pages 18–23 in Workbook. Revise by reading pages 8–17.
4. Teach the words for pages 31–42. Pages 31–42 are read. Complete pages 24–30 in Workbook. Revise pages 18–30 by reading.
5. Teach the rest of the words on the list and do some phonic work from pages 54 and 55, pointing out families of words that
  - (a) have the same internal vowel sound
  - (b) rhyme because they have not only the same vowel sound but the same consonant or group of consonants at the end. Simple rhymes might be made up with the parent giving one line and the child supplying the other.

Pages 44–49 are read. Then the questions on page 50 are read and answered, the word game on page 51 is played and the riddles are read and answered. This will be consolidated by finishing the remaining pages of the Workbook.

6. (Optional) Library Books 11–15 are read.

#### Saturday Play

1. Teach the new words for pages 3–26 (word list on page 64). Pages 3–26 are read aloud. It will probably be a good idea to make the little basket — with or without the decorative red berries — but the parent may decide against making paper snow.
2. Teach the new words for pages 27–47. Pages 27–47 are read.
3. Teach the new words for pages 48–63. Pages 48–63 are read.

#### General approach to the teaching of reading

The allocation of one stage of the scheme to each term of the Preparatory year is meant only as a guide. Children must be allowed to work at their own speed. They vary greatly in the rate at which they master the reading process and make progress best in a relaxed, happy atmosphere. If Stage Two of the scheme has not been reached in this class it can become part of the work in the next class (IB).

Games and activities are useful but they are only aids and if a child becomes impatient with them their usefulness is over. When this happens it will be possible to deal with new words as they occur in the text. It should always be kept in mind that children learn to read best by reading, i.e. by dealing with continuous material. There is prestige value in a 'real' book, together with the realisation that progress is being made when a new book is begun.

A child who has completed these three stages of the scheme and who is clearly able to progress further without any sense of strain should not be held back or expected to re-read the books already completed. The School will supply information about the rest of the scheme to any member who needs it, but those teaching are asked to remember that progress in easy stages will suit the great majority of children in this age group.

#### POETRY (Choose from the following books)

Blackwell's Junior Poetry, Book 1 edited by E. Owen (43p). The Puffin Book of Nursery Rhymes collected by Peter and Iona Opie (25p).

The Young Puffin Book of Verse edited by Barbara Ireson (25p).

Nursery rhymes are found in this list because a wide vocabulary is essential before a child is ready to read and the traditional rhymes are very rich in word content.

Book 1 of Blackwell's Junior Poetry is specially recommended for introducing a child to the world of poetry. The verses included are varied in character; some might be considered difficult for a child of this age but it is inadvisable to choose easy verse all the time. Many children are able to enjoy the sound of a poem while not fully understanding the meaning. Here, as in Tales and Music, it is better to aim high than to give the child material that is too babyish.

## WRITING

### *Everyday Writing, Book 1 by Ruth Fagg (U.L.P., 24p).*

The Everyday Writing scheme aims at teaching children a clear, simple handwriting where the letter shapes are made with no unnecessary strokes or loops and fluency of movement is achieved by pattern-making using natural, rhythmic movements.

#### Writing materials

There should be a variety of these; 3B and 2B lead pencils, wax crayons, coloured pencils, chalks, pastels and felt pens may all be used.

At first paper should be plain so that patterns and letters may be made in the size suited to the child's developing skill. When the shapes of the letters have been mastered, single guide lines should be used. Care must be taken to see that the child understands the positions of stemmed and tailed letters (h, f, g, p, etc.) on the line.

#### Posture

The writing position should be well-balanced and relaxed. It can be said that good writing begins with the feet. Placing the feet straight—if possible flat on the floor— influences the whole posture.

1. The child should sit up well. A tendency to lean too far forward must be corrected at once; if it persists the child's sight should be tested.
2. The pencil or crayon must be held lightly. If there is a tendency to grip it and press hard with the index (first) finger there should be some practice using only the thumb and second finger. Then when the index finger is made use of again it is seen to be necessary only for balance.
3. The pencil must not rest in the 'valley' between the thumb and the index finger; it should be in a more upright position.
4. The forearms should be supported by the writing table; elbows are held slightly away from the body so that there is ease of movement.

5. Writing is a free movement of the whole hand and arm not just a movement with the tops of the fingers while the arm is kept rigid.
6. As the writing or pattern progresses down the paper it is the book or sheet of paper that moves up and not the child's position that alters.

#### Pattern-making

This should precede formal work in printing the letters. A young child scribbles long before he attempts to make any letters and pattern-making uses this tendency and guides it so that letters like u, m, w, e, c, i and l emerge from the scribble as a continuous line of one repeated letter.

Patterns should be large to begin with—1½ to 2 inches—and made with chalk, large crayons or felt pens on large sheets of paper. The point of the pattern work is to make use of a child's sense of rhythm so that when he progresses to linked script it will be easier for this to be rhythmic and even. While making a pattern a child might say aloud a suitable rhyme or repeated phrase to help him keep to the rhythm.

#### Forming letters

When he begins to form letters and words these should be copied from the book; no effort should be made to link up letters. It will be enough of an effort for the child to form letters well.

Pattern-making will continue—but as a parallel activity. The child may consider forming letters a 'lesson' and pattern-making just a game so long as there is a consistent effort to improve the patterns all the time—making them more fluent and even and varying the size.

It must be stressed that perfection of letter formation and absolute regularity in patterns is not to be expected. The aim is that the child learns to form his letters in the correct way, i.e. does not start in the wrong place or work backwards, and that he enjoys the rhythm of pattern-making.

#### Left-handed children

A child who is decidedly left-handed should not be expected to change over to using the right hand. The notes about materials and posture all apply but some extra points should be watched.

1. The arm is moving towards the body instead of away from it with a consequent tendency to cramp and tiredness. To combat this effect see that the page or sheet of paper is slightly to the left of centre on the table so that there is plenty of room for the arm to move towards the body.

2. The writing hand sometimes covers the work already done and causes smudging. To avoid this the pencil or crayon should be held 1-1½ inches from the point and not allowed to fall back into the 'valley' between the thumb and first finger.
3. There is a tendency to more tension in writing than with right-handed children. This leads to too strong a grip on the writing instrument; for dealing with this see Posture (2) and make use of plenty of pattern work.

#### TALES (Choose from the following books)

Dear Teddy Robinson by Joan G. Robinson (Young Puffin, 20p).  
 More About Teddy Robinson by Joan G. Robinson (Young Puffin, 20p).  
 Ponder and William by Barbara Softly (Young Puffin, 25p). Ponder and William on Holiday by Barbara Softly (Young Puffin, 25p).  
 The Ten Tales of Shellover by Ruth Ainsworth (Young Puffin, 20p).  
 Another Lucky Dip by Ruth Ainsworth (Young Puffin, 20p).  
 My Second Big Story-Book by Richard Bamberger (Young Puffin, 35p).  
 More Tales from the End Cottage by Eileen Bell (Young Puffin, 25p).  
 Little Red Fox by Alison Uttley (Young Puffin, 20p).

The two Teddy Robinson books are rather more suited to girls than boys while the Ponder and William books are more boyish. All the others would be equally appreciated by boys and girls.

Favourite stories may be repeated and the child may 'tell back' a story if he wishes to do so. If he paints an illustration to the story encourage him to tell about this.

**The PNEU Library service** is available for members, at home or overseas, who wish to use it. An initial deposit of at least £2.00 must be sent for postage.

The catalogue, of over 3,500 books, has a key which gives some indication of the age for which each book is suitable, but the Librarian is willing to choose the books if the age and tastes of the child are given.

Overseas members may keep the books a month from the date of arrival. Books are sent out regularly each month. Home members may keep the books a month but may change them as often as they like within the month. Another consignment is sent by return.

Two books (for each child) may be borrowed at a time. Further particulars may be obtained from the Librarian at PNEU headquarters in London.

#### HISTORY

Or  
**Days before History** by E. G. Hume (Blackie, 75p) preceded by **The How and Why Wonder Book of Dinosaurs** (Transworld, 25p), followed by **Children through the Ages** by E. G. Hume (Blackie, 94p).

The book on dinosaurs is recommended for boys. Girls tend to prefer the other book but there is no reason why a little girl who finds dinosaurs fascinating should not have the book about them.

When the book on dinosaurs is used parents or teachers might help with model making by twisting wire into the required shape; the bodies can then be built up by the child using newspapers and cold water paste or some modelling material which will take paint afterwards.

The 'something to do' sections of Days before History on pages 23, 33 and 53 contain many suggestions for activities, drawings and models. The final one on page 62 rounds off the book by describing how a model of a Lake Village might be made.

In Children through the Ages the suggestions for activities are to be found at the end; 'something to do and think about' pages 164-168. These are only meant as suggestions and the more inventive child who has other ideas should be encouraged to follow them up.

#### GEOGRAPHY

**Looking at Other Children** by J. & D. Gadsby (Black, 60p).

This book is well illustrated and each reading of a story should be preceded by a discussion of the pictures to be found in it. Let the child ask questions and try to link the pictures up with something in his own experience.

As in History, painting and model making, or dressing up and pretending to be one of the people he has heard about, can help a child to understand and enjoy the lessons.

Reading from the book should be supplemented by plenty of outdoor observation, studying the district where the child is living. The lie of the land, how the people live and work and the connection between these can be explained to the child as far as he is able to understand.

It must be remembered that a child of this age is so small that physical features of the landscape seem to be enormous and he is so inexperienced that the outside world needs to be interpreted for him before he can 'see' it. Left to himself it will merely bewilder him and he will concentrate his attention on the small things around him.

Modelling physical features — mountains, islands, valleys, rivers, etc. — in a sand-tray or in the garden is useful because while playing with this small-scale landscape he is learning to 'see' these features when he meets them in the outside world.

## NATURE STUDY

For suggestions for nature work out-of-doors see **Let's Go Out** by M. Gladding (PNEU, 10p).

1. Find and name wild flowers; watch animals and birds.
2. Make flower, bird and insect lists — use large sheets of paper on the schoolroom walls.
3. Keep a nature diary, using a **Nature Note Book** (15p) for brush-work paintings (not pressed flowers) and notes dictated by the child. The nature diary may be sent in with either the first or second report.

Nature Study need not be limited to flowers, animals, birds and insects. It includes rivers and ponds with their fish: the sea if it is accessible: grasses, mosses and ferns; rocks of all kinds: the rainbow and clouds: the moon and stars: anything and everything that goes to make up the world of nature.

Where living and growing things are concerned they should, whenever possible, be looked at in their natural surroundings **and left there**. Parents are in a position to encourage their children to admire without acquisitiveness, to respect living things and to revere their Creator.

Picking a few wild flowers to take home need not be discouraged — it is almost an instinctive action for a child — but breaking and pulling up growing things just for the sake of destruction should be very firmly discouraged.

A flower or fern that has been brought home can be used as a model for a painting in the nature diary. A child cannot begin too early using water colours and brushes for this work. Crayons and felt pens are less trouble to provide and they are excellent for other purposes (e.g. pattern work to help with writing) but they are not able to achieve the results possible with brush painting after some practice. Early efforts are bound to be very crude but the child is learning all the time.

Outlines of leaves, petals, etc., should never be drawn in pencil. All drawing is done with the brush and as soon as he can be taught to manage it a child should have a good quality brush which can be used for fine lines. Larger and coarser brushes can be kept for work in Art & Craft so that when he wants to cover large areas with colour he has a suitable instrument.

The child living abroad in an area where suitable reference books in this subject are difficult to find could be taught the local names for plants, birds and animals and try to describe what he has observed very carefully when he is dictating his notes.

(For pupils in U.K. only)

**Looking at Nature, Book 1 (Nature Awake and Asleep)** by Elsie Proctor (Black, 59p).

## MATHEMATICS

**Let's Discover Mathematics, Book 1** by L. G. Marsh (Black, 65p). **The Way to Number, Books 1 to 4** by M. H. Austin (Holmes McDougall, 38p each).

### Mathematical apparatus

This will be used throughout the year and should be improvised as much as possible.

- (a) A number track can be drawn or marked out on the ground so that the child jumps or steps forward or back while counting. It might also be drawn on a large sheet of paper on a table and a toy soldier or animal moved in either direction.
- (b) Counters may be seeds, dried peas, buttons, beads, shells, used matches or any other countable objects.
- (c) Jars and boxes of various shapes and sizes are useful for getting across the idea of large and small, wide and narrow, tall and short, etc.
- (d) Cubes such as building blocks left over from the baby stage or big, square wooden beads are very useful.

If some commercially produced apparatus is required information may be obtained about prices from Galt's, P.O. Box No. 2, Cheadle, Cheshire.

### Written work

For recording work done it is much better to make little booklets of a few pages than to use a thick exercise book which will become tattered and shabby. These little booklets should be home-made, by the child if possible, with the pages sewn or stapled together and the outside cover made of brightly coloured wall-paper or gift wrapping paper.

*128p16cmcl12*

### Suggested Scheme of Work

#### Term 1 (10 weeks)

##### Vocabulary

The child is introduced to a wide range of mathematical words. This does **not** mean words like addition, subtraction, plus, minus, etc., but words like:

big, bigger, biggest, large, long, wide, fat, deep,  
small, smaller, smallest, little, short, narrow, thin, shallow,  
a lot, more, more than, most,  
a few, less, less than, least,  
first, next, middle, next-to-last, last,  
as many, the same, equal, level, enough, not enough,  
heavy, light, the same weight,  
long time, short time, the same time,  
above, below, between, among, up, down, high, low,  
top, bottom, side, end, edge, corner, etc., etc.

Words like these, which express mathematical ideas, should be made use of deliberately in conversation as well as during activity work in Maths time. Use pages 21 and 40 in **Let's Discover Mathematics 1** and make up many other activities using the home and the neighbourhood for examples and also making use of apparatus in activity lessons in the schoolroom.

##### Number symbols

Before written numbers are used it is necessary to get across the idea of twoness, threeness, etc. The **idea** of the number must come before the use of its written symbol 2, 3 and so on.

Use pages 23, 24, 25 and 26 of **Let's Discover Mathematics 1** and make up lots of activities involving making groups all having the same number of objects, e.g. use egg containers (cardboard or plastic) or five or six small jars and put the same number of counters in each by one-to-one correspondence, the method used when dealing out playing cards or laying a table — one for each place in turn.

Sometimes use one type of counting apparatus and sometimes use varying types and, if possible varying colours and sizes, e.g. beads and buttons of different colours used with seeds and shells.

If six counters have been put in each container empty the groups out, one at a time, and arrange it so that the groups vary in shape and layout though not in number. Once a child says firmly that there are **SIX** (or whatever the number is) no matter how the shapes and colours vary and no matter how the group is moved around and changed, the idea of abstract number is gained. As long as he is hesitant when colour or size or arrangement of the group alters he needs more practice but vary the activities as much as possible to avoid the danger of boredom.

*128p17cmcl12*

### IT IS ONLY WHEN THE IDEA OF NUMBER IS GRASPED THAT WRITTEN WORK USING NUMBER SYMBOLS IS BEGUN.

Use pages 4 to 12 in **The Way to Number 1** for this beginning of work in writing symbols for the numbers 1 to 5. (The drawing and colouring work is to be done too.) Use pages 8 to 16 in **The Way to Number 2** for practice in writing numbers 6 to 10.

Numbers should be written fairly large — about an inch high — and various writing instruments should be used, e.g. crayon, coloured pencil, felt pen, soft lead pencil or charcoal or chalk though these last two cannot be used in booklets. Figures should be as neat and well-formed as the child's control of the writing instrument allows. It is advisable to explain that there can be two forms of the number four.

By the end of the first term a fairly wide mathematical vocabulary should have been acquired and number symbols 1 to 10 should be understood though no 'sums' as such will have been done in the written work.

#### Term 2 (10 weeks)

##### Playing with groups

See pages 4, 5, 42 and 43 in **Let's Discover Mathematics 1** and pages 13, 14, 15, 16 in **The Way to Number 1** and pages 17 and 18 in **The Way to Number 2**.

##### Counting beyond 10 and the sign +

Look at the number ladder on pages 30/31 of **Let's Discover Mathematics 1**. Begin by using this so that the child points to the rung needed or moves up a counter. If there is room out-of-doors he should make a number track on the ground so that he can step or jump when counting.

When some of this work is being recorded in the booklet explain that + is a short way of writing 'count on' and begin to use it. Do some practice with exercises D, E and possibly F and G on page 31 but with the work done orally.

##### The symbol 0

Use page 17 of **The Way to Number 1** to explain 0 as a sign for no thing — nothing — emptiness. Show the child plenty of other examples such as a box with no chocolates — 0 chocolates; a pocket with nothing in it — 0 things; an empty house — 0 people. To practise this use pages 18 to 27 in **The Way to Number 1**. During this practice the sign + will be met again and can be said as 'count on' while the sign = should be said as 'equals' because this is a word that should have been discovered during vocabulary work.

Sums should be done orally and then some of them will be recorded in the child's little home-made workbook. When this recording is done the figures can be much bigger in size than those used in *The Way to Number 1*.

#### **The parts of 10**

The parts of 10 on page 37 of *Let's Discover Mathematics 1* are important because our number system is based on 10. Use also pages 45 and 46 of *The Way to Number 1* but ignore the subtraction work. Use many activities to illustrate the parts of 10 so that the child begins to recognise the combinations of numbers that make it.

#### **Revision**

*The Way to Number 1* page 28 to the end.

By the end of the second term the child should be counting fluently, adding small groups of numbers together and using the + sign with understanding. Any written work will have used numbers less than 10 but the parts of 10 have been considered so that the idea of 10 should have been gained.

#### **Term 3 (10 weeks)**

##### **Counting**

Use the 100 square on page 32 of *Let's Discover Mathematics 1* for counting practice only; at this stage the activities mentioned on this page are too difficult. Encourage the child to draw a number ladder (or make a number track on the ground) which goes up to 100. Numbers up to 100 can be handled orally this way.

##### **Problems**

Explain how different books show they want the pupil to tell them something: *Let's Discover Mathematics* and *The Way to Number* both use a box in places and the latter often uses a large dot. It could also be a ? or maybe\*. It can be anything except a number because it means a number has to be found out. There should be written practice using the various symbols to show a missing number has to be found and, of course, finding the number.

##### **Methods of recording work**

In the little workbook for written sums the vertical as well as the horizontal way of setting out should be used. Explain that  $2 + 2 = 4$  can just as well be written

$$\begin{array}{r} 2 \\ + 2 \\ \hline 4 \end{array}$$

When the plus (and later the minus) sign is used in vertical recording it is advisable to write it on the left because the Alpha and Beta Mathematics books used higher up the School put it in this position.

#### **Multiplication**

Turn to the counting on by 'giant strides' on page 41 of *Let's Discover Mathematics 1*. Work through Examples A and B on this page and then make the pattern of the numbers as suggested. Introduce the sign  $\times$  by explaining that it is quicker to write at the 6th step  $6 \times 2 = 12$  than to write  $2 + 2 + 2 + 2 + 2 + 2 = 12$  just as it is quicker to say six times two equals twelve than to say two, count on two, count on two, count on two, count on two, etc., etc. In this way write out the 2 times table but do not push the child to try to learn it by heart — some children will be eager and may do so but others would find it a worry. There is no need at this stage for any learning of tables; the child has apparatus to find the answer to a sum like  $4 \times 2 = ?$  He can discover the answer by making four groups of two and adding them.

Take plenty of time over the introduction of multiplication. The 3 and 4 times tables can be worked out by the 'giant strides' method but in any written practice the numbers must be kept very small. Do work from *The Way to Number 4* pages 14, 15, 21, 22, 23, 26 and 31; where there are addition sums on the same page point out the difference between the sign + and the sign  $\times$ ; subtraction sums are to be ignored for the moment.

#### **Subtraction**

Use the number ladder on pages 46/47 of *Let's Discover Mathematics 1* first for addition revision — counting on — and then for beginning subtraction — counting back. Introduce the sign - as being a quicker way of writing 'counting back'.  $6 - 2 = 4$  is the same as 6 count back 2 equals 4 (or comes to 4) and takes less time to write down.

No subtraction that involves a written sum like

21

- 7

---

is introduced yet; this is done in Form IB.

Practice should be done from *The Way to Number 2*, page 28 to the end; this will revise addition too.

#### **Halves and quarters**

Use pages 30 and 37 in *The Way to Number 3* and page 18 in *The Way to Number 4* to get across the idea, first of what a half is and then what a quarter is.

**General practice**

**The Way to Number 3** pages 4 to 29 and 31 to 36 — much of this can be oral work and apparatus will be used whenever it is needed.  
**The Way to Number 4** pages 25, 28, 32 and 34.

At the end of the Preparatory year, addition, multiplication and subtraction have been introduced using very small numbers and various ways of recording the work done. The signs + x — should be understood and also the sign = but the idea of place value, i.e. that a 2 might mean a 20 or a 200 depending on its place has not been mentioned though the child will, in fact, know this fairly well just from seeing numbers written down.

Apparatus has been freely used throughout the year and will continue to be used in the next class, Form IB, for six-year-olds.

If a child is obviously ready for Term 2's work before the first term is over he should not be held back. If this whole scheme of work is finished well before the end of the Preparatory year and the child is quite ready to go on apply to the School for the next stage of work, i.e. the one set for Form IB.

**MUSIC****Singing**

**The Oxford Nursery Song Book** edited by Dr. P. Buck (Oxford, 45p).

Try to provide plenty of music to listen to and do not feel that this must be 'children's music'. As with poetry, children are often fascinated by the sound itself without troubling too much about meaning.

A variety of songs should be provided; a child should be as rich in the songs he knows as he is in stories.

Parents who feel they need help from records should apply to the School for a leaflet which lists those available — music for movement, for the percussion band, nursery rhymes, singing games, traditional songs, etc.

**ART & CRAFT**

**Something to Do** by Septima (Young Puffin, 30p).

This is an excellent book containing ideas for things to make, games to play, verses, simple recipes, information about pets and natural history. The seasonal activities are based on the British seasons and weather but even these sections can be of interest to the child living abroad.

Freedom to experiment and improvise is more important at this stage than neatly executed, finished productions. Self-confidence and ingenuity are to be encouraged.

Art work should be large and bold, using crayons, pastels, charcoal, chalks or powder paint on big sheets of sugar paper if this is available; large brushes should be used with the powder paint. If possible, allow the child to paint standing in front of a small easel or improvised support for a drawing board and encourage him to walk away and look at his work from a distance. Allow plenty of opportunity for purely imaginative work and for illustrations of stories heard in class.

Craft work should be simple and usually finished in one lesson. Few children of this age are able to remain interested in a piece of work that has to be left aside for a few days or perhaps a week until the next lesson.

**Suggestions:**

1. Work with torn, coloured paper:— the child makes pictures with paper instead of paint; pieces of paper can be large or small and might be torn from pictures in magazines, adverts in newspaper colour supplements, etc. This does not mean that these pictures are cut out whole or that parts of them — flowers, birds, ships, etc. — are chosen because of what they represent. These magazines are used just for the sake of providing pieces of coloured paper for the child to use. Gummed or ungummed coloured paper may be bought from school stationers but it is expensive and the colours are often harsh and glaring. Magazine pictures and adverts can be very subtle in colouring and often make use of a wide variety of shades. When a child is used to working with torn, coloured paper he can begin to cut some pieces if he finds this more useful for his purpose. For this provide round-ended scissors that really can cut — blunt so-called 'baby scissors' are a waste of money. A child should not begin this kind of work by cutting as this leads to too much fiddling about trying to cut out the right shape and not enough concentration on the picture as a whole.
2. Collage work:— this makes use of cloth, seeds, twigs, wool, etc., as well as paper and paint to build up a picture or pattern.
3. Modelling with clay — or, if this is not available, a mixture of 2 parts of plain flour to 1 part of salt plus a table-spoon of powdered alum (from the chemist) and enough water to make it firm for modelling. This mixture will harden and can be painted.
4. Modelling with plasticine which does not harden and can be used repeatedly: one colour plasticine is preferable. If several colours are used the effect is very streaky when they are mixed together

i28p22cmcl12

as they are bound to be when the child wants to destroy what he has made and begin again. Some disadvantages to plasticine are that it cannot be painted and some children strongly dislike the smell and feel of it.

#### PHYSICAL EDUCATION

This should be largely free play and out-of-doors whenever possible. Ideas for games are to be found in Something to Do — see Art & Craft section. Swimming, dancing, climbing (i.e. scrambling round and exploring the neighbourhood) are all valuable ways of making use of a child's energy.

# THE PNEU SCHOOL

For Members of the PNEU only

The Programmes are for use with pupils of the School only and  
must not be lent

Address: The Principal, The Parents' National Educational Union  
School, Murray House, Vandon Street, London, SW1H 0AJ.

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life  
and good literature" — Dean Colet

## BOOK SUPPLIES

All recommended books may be ordered by post from The Academy Bookshop, 7 Holland Street, Kensington, London, W.8. 15% of the cost of the books should be added for packing and postage.

Minimum postal charge is now 25p; it will be necessary to charge this on all orders less than £1.25.

Picture Study reproductions are obtainable only from PNEU Office. Metal badges (copyright) should be ordered from the PNEU Office (18p each, including postage, or £1.88 per dozen).

Woven badges and colours are copyright. Apply for Price List to Harrods, Ltd., Brompton Road, London, SW1X 7QX.

## GENERAL NOTES

1. The programmes are arranged to provide work for three terms. Each term lasts twelve weeks, the final week being devoted to the examination.

2. Terms are referred to as 1, 2 and 3. New members will begin with Term 1 and, having completed it, will take Examination 84/1 (Programme 84/Term 1) before beginning Term 2. The number of the examination (84/1, 84/2, or 84/3) must appear on the list of subjects and the Form N.2 and also on the envelope or cover.

3. In narration subjects the examination questions concern only the work set for the term. Where books last for more than one term the teacher should make sure that the correct section is read. There should be no revision in these subjects.

i29p2 cmcl12

4. The books in CAPITALS are essential; those in small print are optional. Where books marked (\*) are used each pupil should, if possible, have a separate copy. One copy of the other books is sufficient.

5. The work in Form 1B lasts for one year (age 6).

6. Local Education Authorities have the right to enquire into the education of any children in their area, in whatever circumstances they may be working. The keeping of a Record of Work and Attendance Register is essential.

7. Members are particularly asked to follow the PNEU NOTES in the PNEU Journal.

#### ABOUT THE PNEU

For information about Charlotte Mason's principles and method see The Story of Charlotte Mason by E. Cholmondeley, obtainable on loan from the PNEU Library.

#### USE OF BOOKS

Children in this class are not expected to read any of the books for themselves except those of the Happy Venture reading scheme. All the rest are read aloud by the parent or teacher and the children then narrate the substance of what has been read to them.

#### SYLLABUS

##### RELIGIOUS KNOWLEDGE

###### Bible Lessons

Suitable stories from the Old and New Testaments of the BIBLE: any edition.

The choice of material is left to the parent or teacher but, for those who would like help in selection, the following suggestions are given:

###### Old Testament

- The Creation
- Abraham and Isaac
- Esau and Jacob
- Joseph's dream and his interpreting of Pharaoh's dream
- Joseph and his brothers
- The birth of Moses
- The call of Samuel
- David the shepherd boy
- David and Goliath
- Elijah and the ravens
- Naaman the Leper
- Daniel in Babylon

(Page Two)

#### New Testament

- The birth of Christ
- The coming of the shepherds and the Magi
- The presentation of Christ in the Temple
- How He was found in the Temple after having been lost for three days
- John the Baptist
- The baptism of Christ
- His calling of the first disciples
- The raising of Jairus's daughter
- The stilling of the storm
- The feeding of the five thousand
- Zachaeus
- The healing of the blind beggar Bartimaeus
- The entry into Jerusalem
- The death of Christ
- Easter morning
- The ascension of Christ

#### Parables

- The Prodigal Son
- The Good Samaritan

Reference books: Animals, Birds and Plants of the Bible by R.I. Rostron (Ladybird, 15p). Life in New Testament Times by R.R. Gower (Ladybird, 15p). Modern translations of the Bible: The Revised Standard Version of the Holy Bible (Nelson's School Edition, 83p, or Collins Fontana, 52p). The Jerusalem Bible (Darton, Longman & Todd, £2.00). The New English Bible — illustrated edition. (British & Foreign Bible Society, £1.00).

#### Bible Repetition

Learn two suitable passages from work set in the Old and New Testaments.

PNEU Prayer & Hymn Leaflet (2p).

#### Practical Work

Help some good cause, e.g. 'Save the Children Fund', 29 Queen Anne's Gate, London, S.W.1.

#### ENGLISH

##### 1. Reading

Children should continue from the stage reached.

The Happy Venture Reading Scheme (Oliver & Boyd)

Stage Two:

- OUR FRIENDS\* (32p)
- OUR FRIENDS WORKBOOK\* (18p)
- SATURDAY PLAY\* (32p)
- Library Books 11-15\* (36p the set)

(Page Three)

**Stage Three:**

GROWING UP\* (39p)  
 GROWING UP WORKBOOK\* (18p)  
 NOW FOR SOME STORIES\* (39p)  
 Library Books 16-21\* (41p the set)

**Stage Four:**

HOLIDAY TIME\* (47p)  
 HOLIDAY TIME WORKBOOK\* (22p)  
 FAR AND WIDE\* (47p)  
 Library Books 22-27 (47p the set)

**Use of the scheme**

The Happy Venture reading scheme combines whole word recognition with phonic work so that each approach reinforces and supplements the other.

It is necessary for children to know the words they meet in a book if they are to be able to read it. Meeting too many unknown words destroys confidence in the ability to master the reading process though it will do no harm to have the odd word here and there that has to be puzzled out or asked about. At the end of each reader in the scheme there is a list of all the new words it introduces, with an indication of the page where the word occurs for the first time. These lists are very useful when a parent or teacher is preparing games to teach the words the child is going to meet.

Repetition is essential for acquiring reading skill. It occurs in the readers and the workbooks supplement this by a variety of activities which are all forms of repetition. The workbooks are an important part of the scheme, not just a spare-time activity. Their use should be supervised as carefully as that of the other books so that the child gets the best out of them.

**Happy Venture library books**

These little booklets are useful but usually not essential. They use only the vocabulary the child has already met in the readers and are a help in giving further practice to a child who is having some difficulty in remembering words and needs to build up confidence. They are also a help for children who make better progress if things are done at a rather slower pace.

**Teaching new words**

Sections of a book may be prepared by teaching new words in one of the following ways:

(a) Word matching—where two identical sets are made of the words to be learned, one for the teacher and one for the child. Words might be printed with a felt pen on pieces of card. The

(Page Four)

teacher displays a card and says the word carefully; the child has to find the matching card in the other set and read the word from it.

(b) Word Snap—a version of the card game using the cards made for (a). When both players (two children or teacher and child) play the same word instead of calling "Snap!" the word on the card is to be called. The one who calls first wins the cards already played and the one who finally holds all the cards wins the game.

(c) Word collecting—using cards as in (a) and (b) but with a hole punched in the corner of each one. Only one set is necessary. The cards are spread out and read aloud several times by the teacher who gathers them up between each reading. The child then spreads them out and tries to read them, keeping all those read correctly on a key-ring or something similar.

In all these activities make use of other words besides those you are trying to teach and, as the child progresses, choose some from the section of the book already read so that there are always familiar old friends among the strangers.

Short common words like a, as, and, at, are, has, had, have, him, his, they, the, I, me, you, he, she, it, in, on, is, of, off, one, this and that occur very often in reading and must be instantly recognisable and not confused with each other. Words of this type should be included in each word activity so that in time they become familiar.

**Suggested method for using the books**  
 (a 20-minute lesson each school day)

**Stage Two****Our Friends**

1. Before beginning the book teach the words in the first column of the word list on page 52. Pages 1-7 are then read aloud by the child. Consolidate by working through pages 3-7 in the workbook. This may take several lessons; the child reads aloud instructions like "Make the shoe red" before doing the colouring. The teacher gives whatever help is necessary.
2. Teach words in the second column and the two words for page 17. Pages 8-17 are read. Complete pages 8-17 in workbook. For revision re-read pages 1-7 of the reader.
3. Teach the words in the word list for pages 18-30. Pages 18-30 are read. Complete pages 18-23 in workbook. Revise by reading pages 8-17.

(Page Five)

4. Teach the words for pages 31-42. Pages 31-42 are read. Complete pages 24-30 in the workbook. Revise pages 18-30 by reading.
5. Teach the rest of the words on the list and do some phonic work from pages 54 and 55, pointing out families of words that
  - (a) have the same internal vowel sound
  - (b) rhyme because they have not only the same vowel sound but the same consonant or group of consonants at the end. Simple rhymes might be made up with the teacher giving one line and the child supplying the other.
- Pages 44-49 are read. Then the questions on page 50 are read and answered, the word game on page 51 is played and the riddles are read and answered. This will be consolidated by finishing the remaining pages of the workbook.
6. (Optional) Library Books 11-15 are read.

#### Saturday Play

1. Teach the words for pages 3-26 (word list on page 64). Pages 3-26 are read aloud. It will probably be a good idea to make the little basket—with or without the decorative red berries—but the teacher may decide against making paper snow.
  2. Teach the words for pages 27-47. Pages 27-47 are read.
  3. Teach the words for pages 48-63. Pages 48-63 are read.
- .....

#### Stage Three Growing Up

1. Teach the words for pages 1-25. Pages 1-25 are read. Follow by pages 2-9 in workbook. Re-read 1-25.
2. Teach the words for pages 26-43. Pages 26-43 are read. Follow by pages 10-15 in workbook. Re-read 26-43.
3. Teach the words for pages 44-60. Pages 44-60 are read. Follow by pages 16-21 in the workbook. Re-read 44-60.
4. Teach the words for pages 61-79. Pages 61-79 are read. Follow by pages 22-27 in the workbook. Re-read 61-79.

5. Teach the words for pages 80-86. Pages 80-86 are read and the riddles guessed (88). Follow by page 28 to the end of the workbook.
6. (Optional) Library Books 16-21 are read.

#### Now For Some Stories

It should be possible to read this book without previous preparation. Take "The Brave Little Duck" for the first lesson and see if the child can manage to read it by being told, or by working out, the one or two new words on each page.

If no difficulty is experienced the child should continue reading the book (aloud) for as many lessons as it takes to complete and then, for revision, will answer the questions on page 88 and do the drawings asked for on page 90.

If it is clear that preparation of the work is still needed two or three stories at a time may be prepared as with the earlier books.

#### Stage Four Holiday Time

If it is necessary for words to be taught before the reading it will probably be better to use some new method so that the child does not become bored. The words for the first two stories might be taken for writing practice (words for pages 1-18 from the list on page 122). The child should repeat them as they are written down or traced over.

It is probable that this will not be necessary and the child will have enough confidence to accept the new words as they come in each story.

The workbook is still important but the way of using it is different at this stage. It is now a text book and the drawings and written answers are to be put into a notebook kept by the child for this purpose.

pages 1-8 of the workbook refer to the stories:

Off for the Holidays

At the Seaside

Bombo the Elephant

pages 9-20

The Merry-Go-Round

How Dick and Malcolm Saw the Circus

The Nasturtiums that Were Too Proud for their Boots

pages 21-30

Joey the Kangaroo  
We See the Ships  
Down Goes a Lifeboat

pages 31-34 (except section C)

The Picnic  
Good-bye Seatown!  
The Last Day of the Holidays

pages 34 (section C) to the end

Ming the Panda  
The Chimpanzees' Tea Party  
Small Silver Bear Who Slid from the Sky

After completion of Holiday Time, Library Books 22-27 are read if necessary.

**Far and Wide**

By the time this book is reached it should be possible for the reading to be done without preparation and children simply read the book through at their own speed.

Far and Wide completes the Happy Venture scheme.

. . . . .

**General approach to teaching reading**

Reading lessons should be fun for the child. There must be no feeling of pressure as progress is made through the scheme. Children vary greatly in the rate at which they master the skill of reading and the best progress will be made in a relaxed, happy atmosphere.

If a child makes steady but slow progress there is no need to hurry the work. If the scheme is not completed in this class reading lessons can continue in the next one (Lower IA) and textbooks are still read aloud for all children in Lower IA).

If a child finds real difficulty in remembering words in spite of the help of the little library booklets of the scheme the parent or teacher should apply to the School for further help. Also if a child dislikes the scheme for some reason and therefore does not make very good progress the School will advise on an alternative scheme.

. . . . .

**Leisure Reading (to be read aloud)**

**The Brown Mouse Book** by Alison Uttley (Piccolo, 25p). Stories about Snug and Serena, two little field mice.

**Albert** by Alison Jezard (Young Puffin, 20p).

Stories about Albert the bear who leads a very busy life among his friends in the East End of London.

**A Gift from Winklesea** by Helen Cresswell (Young Puffin, 20p).

When Dan and Mary bought their mother a beautiful stone that was shaped like an egg they never dreamed that something would hatch out of it — but something did.

**The Owl Who Was Afraid of the Dark** by Jill Tomlinson (Young Puffin, 25p).

It is a great handicap for a young owl to be afraid of the dark and Plop had his problems but at last he discovered that the dark can be fun.

**Mrs. Pepperpot to the Rescue** by Alf Proysen (Young Puffin, 25p).

More adventures of the little old woman who is only the size of a pepperpot.

**II Poetry**

Children choose two or three poems each term and learn them.

**BLACKWELL'S JUNIOR POETRY. BOOK 2** (43p)

The Young Puffin Book of Verse (25p). Happy Landings (Evans; Zebra, 25p). The Swinging Rainbow (Zebra, 30p).

**III Writing (10 minutes practice each school day)**

**EVERYDAY WRITING, BOOK 2\*** by Ruth Fagg (U.L.P., 24p).

The Everyday Writing scheme aims at teaching a clear, simple handwriting where the letter shapes are based on patterns formed by natural, rhythmic movements. There are no unnecessary strokes or loops.

At this stage perfection of letter formation and absolute regularity of patterns is not to be expected. All that is required is that children learn to form the letters in the correct way, that is they do not start in the wrong place or work backwards.

**IV Creative Writing (oral only)**

**Imagine, Look and Talk\*** by Wallace Eyre (Blackwell, 35p).

This may be simply oral work or may be taken down by the parent or teacher at the child's dictation.

*129pl0cmcl12*

## V Language (oral only)

Exploration English, Book 1\* by J.C. Gagg (Evans, 70p).

This aspect of English is necessary only for those children who have already completed the Happy Venture or some equivalent reading scheme. About eight chapters a term should be covered but no written work is necessary.

## VI Tales

- (a) Choose stories from one of the following books or any other good collection of folk or fairy tales.

BRITISH FAIRY TALES (Blackie, £1.10).

PERRAULT'S COMPLETE FAIRY TALES (Longman, £1.25).

GRIMM'S FAIRY TALES (Puffin, 30p).

ENGLISH FAIRY TALES (Puffin, 20p).

- (b) AESOP'S FABLES (Dent, £1.15): choose one or two a week.

## BRITISH HISTORY

PEOPLE IN HISTORY, BOOKS 1\* and 2\* by R.J. Unstead (Black, 76p each).

Term 1: Book 1—Caractacus to St. Columba

Term 2: Book 1—Pope Gregory and St. Augustine to the end

Term 3: Book 2—William the Conqueror to Richard the Lion-Heart.

For reference: Looking at History by R.J. Unstead (Black) Book 1: Cavemen to Vikings (59p) Book 2: The Middle Ages (59p). Children in History by M. Harrison, Book 1: The Middle Ages (Hulton, 82p).

Or (for those who have copies) OUR ISLAND STORY

Term 1: pp. 1–30

Term 2: pp. 31–63

Term 3: pp. 64–93

## GEOGRAPHY

THE YOUNG GEOGRAPHER, BOOK 1\* by Haydn Evans (Wheaton, 60p).

Term 1: pp. 5–19

Term 2: pp. 20–37

Term 3: pp. 38–59

*129pl0cmcl12*

Or (for those who have copies) GEOGRAPHY (FIRST SERIES)  
BOOK 1\* by Archer & Thomas.

Term 1: pp. 31–54

Term 2: pp. 55–77

Term 3: pp. 5–30

## SCIENCE (for U.K.)

- (a) Choose topics from LOOKING AT NATURE, BOOK 1 (Black, 59p) or BOOK 2 (55p) by Elsie Proctor. (optional for overseas pupils)  
Animals from Everywhere by C. Webb (Warne, 90p).

- (b) (for all pupils) Père Castor's Wild Animal Books (Allen & Unwin, 50p each)

Term 1: MISCHIEF THE SQUIRREL

Term 2: QUIPIC THE HEDGEHOG

Term 3: BOURRU THE BROWN BEAR

There should be as much outdoor observation as possible. Find and name flowers; watch animals and birds. Keep a Nature Diary using a NATURE NOTE BOOK\* (15p). Children are to dictate notes of their observations to accompany the illustrations in their Nature Diaries. See LET'S GO OUT by M. Gladding (PNEU, 10p).

## MATHEMATICS

LET'S DISCOVER MATHEMATICS, BOOK 1\* by L.G. Marsh (Black, 65p) with THE WAY TO NUMBER, BOOK 5\* by M.H. Austin (Holmes McDougall, 38p).

## Mathematical apparatus

This will be used throughout the year and should be improvised as much as possible.

Counters may be seeds, dried peas, buttons, beads, shells, used matches or any other countable objects. Cubes, such as building blocks left over from the baby stage or big, square wooden beads, are always useful.

If some commercially produced apparatus is required information may be obtained about prices from Galt's P.O. Box No. 2, Cheadle, Cheshire.

### *129p12cmc112*

#### Written Work

For recording work done it is much better to make little booklets of a few pages than to use a thick exercise book which will become tattered and shabby. These little booklets should be home-made, by the child if possible, with the pages sewn or stapled together and the outside cover made of brightly coloured wall-paper or gift wrapping paper.

#### Suggested scheme of work

Term 1 (a 15 minute lesson each school day)

##### Counting

Use the number ladder on pages 46 and 47 of **Let's Discover** to revise counting on (addition) and counting back (subtraction). Work page 65 for counting on or back without a number ladder.

##### Addition

Practise addition with 'carrying of tens' by using Exercises D, E, F and G on page 31 of **Let's Discover** by adding 10 or 20 to each number so that  $5 + 1 = ?$  might become

$$\begin{array}{r} 15 \\ + 21 \\ \hline \end{array}$$

T for tens and U for units can be written above the appropriate column (as in **Way to Number**) but most children find this unnecessary once it has been established that the units are on the right-hand side and the working of sums must begin there.

Points to get across are:

- that no number bigger than 9 can appear in the units' column
- that a ten carried over from the units' column becomes one (one ten) in the tens' column.

The child should use counting apparatus to check answers worked mentally. Used matches are useful as ten of them can be bundled together with an elastic band to give the idea of ONE ten.

(Page Twelve)

### *129p13cmc112*

A good deal of practice in addition should be done and there ought to be variety in presenting the questions: 12 and 4 add up to ? or  $11 + 7 = *$  as well as the more usual vertically set out sums with two lines to hold the answer.

Varied practice in addition and a little subtraction can be done from **Way to Number** pages 5, 7, 8, 10, 13 and 14.

#### Patterns of numbers

Make a 100 square as on page 68 of **Let's Discover** and use it for doing Exercises A and B, that is for working out the 2 and 3 times tables and then for Exercise C.

#### Multiplication

Using apparatus, work through pages 69, 70 and 71 in **Let's Discover** to get across the idea of counting on in sets of 2, 3 etc. Go back to the 100 square for counting on in this way. Record this in the book for written work sometimes as  $3 \times 4 = 12$  and sometimes as

$$\begin{array}{r} 3 \\ \times 4 \\ \hline 12 \end{array}$$

#### Approaching measuring

Begin with non-standard units of measurement, e.g. 'my thumb' or 'my hand-span' or 'my foot' and use them for measuring short distances—books, tables, rugs and so on.

After some work has been done like this begin guessing (estimating) and then correcting the guesses by measuring, still using the child's own thumb or span or foot. Use pages 89 and 90 in **Let's Discover**.

#### Term 2 (lessons 15-20 minutes)

##### Subtraction

Revise counting back on the number ladder on page 48 of **Let's Discover** and do the number 'stories' dealing with subtraction on page 49. Follow this with pages 52, 53 and 54. These are in fact simple problems in subtraction but it

(Page Thirteen)

will be better to call them stories as the book does. Spend a good deal of time on the activity suggested at the bottom of page 54 where the child makes up more stories of this kind and illustrates them.

Go on to page 55 with written recording in two ways: sometimes  $2 - 1 = 1$  and sometimes

$$\begin{array}{r} 2 \\ - 1 \\ \hline 1 \end{array}$$

#### More difficult subtraction

Use the number fence on pages 58 and 59 of *Let's Discover* to work out the exercises on both pages. Now begin work on sums like

$$\begin{array}{r} 34 \\ - 16 \\ \hline \end{array}$$

where the 6 cannot be taken from the 4.

**N.B.** Prepare beforehand HOW you are going to teach this kind of subtraction and remember that the child is using apparatus to understand the process.

If you say "6 cannot be taken from 4 so we borrow a 10 and say 6 from 14 is 8; then we pay back the 10 and say 2 from 3 is 1, so the answer is 18" you may find the child is puzzled. This method 'works' as a formula but to the child who is trying to reason things out it makes no sense. To borrow a 10 is reasonable enough but how can it be 'paid back' when it has, in fact, all been used up? Part of it has been taken away and the rest has gone down in the answer so where does the 10 that is paid back come from? This is a very good objection and a good reason why this method should be avoided.

Also to be avoided is the 'equal addition' method when 10 is added at the same time to the top of the units' column and the bottom of the tens' column. Again it 'works' and later on a child will be interested in this sort of trick but,

at this early stage, things ought to make sense and the symbols on the paper have to tally with the apparatus used. It is advisable to set out the sum.

$$\begin{array}{r} 34 \\ - 16 \\ \hline \end{array}$$

and lay out the apparatus for 34 beside it: 3 bundles of 10 matches and 4 single ones: or 3 piles of 10 counters and 4 single ones.

The child takes away the 4 single ones but it is not enough as 6 has to be taken away. Break into one of the 10s, leaving it with 8, which goes down into the answer in the units' column. There are now only two unbroken bundles of 10 each so that the top figure of the tens' column must be altered to meet this new situation.

The sum as it now stands will be

$$\begin{array}{r} 2\cancel{3}4 \\ - 16 \\ \hline 8 \end{array}$$

and it is completed by working out the tens' column where 1 taken from 2 will leave 1, as one bundle of 10 is taken away.

The line crossing out the 3 can be very faint and, after a while, might be omitted altogether, provided the right number has been written in (very small). In the written sum, bringing the 10 to the 4 and altering the number of tens from 3 to 2 will be done at the same time so one advantage of this method is that it makes it difficult for an answer to be wrong through absentmindedness, that is through forgetting that the tens' column needs to be altered.

This method of subtracting might be called 'moving a ten' rather than 'borrowing a ten' because there is no talk of 'paying it back'. The ten is moved to the units' column and as a consequence of this, the tens' column has to be adjusted since it contains one less than it did before.

Make up a number of subtraction sums of this kind and help the child to work them.

### *129p16cmcl12*

#### Spotting numbers

See page 61 of **Let's Discover**. This activity involves the handling of large or unusual numbers for fun. Nothing has to be done with them; they are simply recorded. Many children find this fascinating but if a child is puzzled and not enjoying it the activity should be dropped.

#### The calendar

Page 62 in **Let's Discover** should not be used as it stands. Substitute instead a calendar page for the current month and adapt the exercises on page 63 to suit this.

A child can now begin to date each piece of work written in the booklet.

#### Using 2 and 3 times tables and handling numbers

See page 25 in **Way to Number**.

#### More counting practice

Work the missing number exercises on page 67 of **Let's Discover** using the number ladder on page 47 to check the answers. Revise making the 3 times table by counting—page 15 in **Way to Number**. Practice in doubling numbers from page 24 in **Way to Number**.

#### Weighing and measuring

Returning to the non-standard measuring units used last term, work out why people have to agree on standard measures—thumbs, spans, etc., differ too much.

Use pages 91, 92, 88 and 95 in **Let's Discover**. Make use of a ruler, tape measure or marked stick or string. Estimate and then measure various weights and measurements—no sums, just estimates and then measurements, as accurate as the child can manage.

If a child is not ready for this type of work it need not be done but if it is mastered easily and enjoyed try extra practice from **Way to Number** page 33 and pages 26 and 28 for measuring liquids.

#### Term 3 (20 minute lessons)

##### Lines and angles

Use page 73 in **Let's Discover**: finding straight lines, tipping a glass of water to make angles. The words **angle**, **horizontal** and **vertical** may be introduced if a child shows interest in this activity. Use page 74 for making shapes; if meccano is not available use matches and move them

(Page Sixteen)

*129p17cmcl12*  
around to change the shapes where possible. Page 75—looking for triangles—can be fun and the list with its drawings will be recorded in the book for written work.

#### Adopt a number

Use page 74 in **Let's Discover**. Allow the child to choose the number, of course. This and the 'looking for triangles' type of activity is very useful in teaching a child to look with attention at the environment.

#### Division—its relationship with multiplication

Use page 72 in **Let's Discover** for making multiplication statements with sets of 5. When this has been worked through and the sign  $\times$  revised as telling us that we are counting on in equal sets introduce  $\div$  which means we are sharing out in equal sets.  $20 \div 5 = 4$  means 20 shared out into sets of 5 would make 4 sets of 5.

Give the child a number of sums of this type to work, e.g.  $15 \div 5 = ?$  15 shared out into sets of 5 would make how many sets?  $10 \div 2 = ?$  10 shared out into sets of 2 would make how many sets. Counting apparatus will of course be used to work out these problems. Small remainders can be introduced.  $13 \div 4 = ?$  13 shared out into sets of 4 would make 3 sets of 4 with a single 1 left over so  $13 \div 4 = 3 \text{ r } 1$ .

Do further work from **Way to Number** pages 31, 36, 40 and 44.

#### Working out tables

Use the 100 square on page 68 of **Let's Discover** to work out (and write out) the multiplication tables 2, 3, 4 and 5. The child should begin to learn these now as it makes the working of sums very much quicker. The feeling against learning tables by heart arose because children were sometimes expected to learn them before they understood what they were doing, with the result that they could recite them but not apply them. When their structure is understood, learning them is simply a way of handling numbers more effectively.

Work the multiplication sums on pages 30 and 38 of **Way to Number** or make up examples to work. Many children enjoy doing this for themselves.

#### Making simple graphs

Use pages 76, 77 and 78 in **Let's Discover**. If heights or laying of eggs or cars passing are not suitable subjects

(Page Seventeen)

choose something that suits the conditions in the school-room. Squared paper is all that is needed at this stage—graph paper is not needed. Squares should be fairly large and could be drawn by the parent or teacher.

#### Money

Children of this age handle only very small amounts of money and are usually very capable when dealing with it. It is inadvisable to spend time on sums involving money though practical work involving it may be done.

#### Additional work for the child who is well ahead in Mathematics

##### More shapes and angles

See *Let's Discover* pages 79 to 87. Make a plumb line and a square corner as instructed and use these for checking.

#### Playing with numbers and with mathematical ideas

Use pages 95 and 96 in *Let's Discover*.

#### PICTURE STUDY

Reproductions of pictures by the artist for the term obtainable only from PNEU Office (PNEU, 50p each).

Term 1: REMBRANDT\*

Term 2: BOTTICELLI\*

Term 3: MONET\*

For teacher's reference see the articles in the September/October, January/February and March/April numbers of the PNEU Journal. For general approach and method of taking lessons see Picture Study section in *Teaching Notes for Forms I and II*.

(Page Eighteen)

#### ART & CRAFT

Children should paint freely on large sheets of sugar paper and draw with brush, crayons, oil pastels, charcoal or blackboard chalks. Powder colour is easy to use with large brushes. There should also be a selection of smaller brushes.

For teacher's reference: *Art and Craft in the Primary School* by J. Dean (Black, £1.25).

#### MUSIC

##### Singing

**THE OXFORD NURSERY SONG BOOK** edited by Dr. P. Buck (Oxford, 45p).

A leaflet giving details of records for children (music for movement, for the percussion band, nursery rhymes, singing games, traditional songs, etc.) may be obtained from the School.

#### PHYSICAL EDUCATION

Daily exercises, e.g. walking, swimming, dancing, skipping and games.

**SOMETHING TO DO** (Young Puffin, 30p): this book contains not only suggestions for games to play but ideas for craft work, verses, simple recipes, information about pets and natural history. The seasonal activities are related to the British seasons and weather but even this section could be of interest to overseas pupils.

(Page Nineteen)